

1978

## **Analysis of role perceptions of trustees, administrators, faculty, and students of four-year public institutions of higher education in Virginia**

Betty Jo Bird  
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ANALYSIS OF ROLE PERCEPTIONS OF TRUSTEES,  
ADMINISTRATORS, FACULTY, AND STUDENTS OF  
FOUR-YEAR PUBLIC INSTITUTIONS OF HIGHER  
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HIGHER EDUCATION IN VIRGINIA

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A Dissertation

Presented to

The Faculty of the School of Education  
The College of William and Mary in Virginia

In Partial Fulfillment  
Of the Requirements for the Degree of  
Doctor of Education

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by

Betty Bird

1978

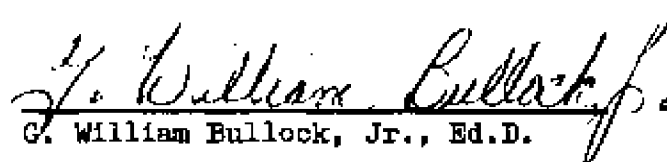
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Betty Bird

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Approved January 1978 by

  
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Donald J. Herrmann, Ph.D.  
Chairman of the Doctoral Committee

**DEDICATION**

**To The Memory of My Father,**

**G. J. Bird, Sr.**

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This work would not have been completed without the friendly criticism of my advisor, Dr. Donald J. Herrmann, and the guidance of Professors Armand J. Galfo and William R. Bullock.

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ANALYSIS OF ROLE PERCEPTIONS OF TRUSTEES,  
ADMINISTRATORS, FACULTY, AND STUDENTS OF  
FOUR-YEAR PUBLIC INSTITUTIONS OF  
HIGHER EDUCATION IN VIRGINIA

CHAPTER 1  
INTRODUCTION

Theoretical Framework

Disturbances over the apportionment of campus decision-making responsibility have received considerable attention over the last decade in both professional journals and in the public press. Clark in 1961 mentioned the high level of quarreling among individuals on college and university campuses and called for research on academic governance to aid in solving the associated problems (1961, p. 293). Research conducted by the Carnegie Commission on Higher Education cited conflict over basic campus issues as a major problem in need of study and resolution. The Commission also found that while the governance structures on campus had been adequate to meet many changes during the last century, circumstances have changed and current governance structures are under attack. Public interests have pushed for public control of colleges and universities, while faculty and student activists have demanded control through their direct participation (CCHC, 1973, pp. 1-2, 10). Demerath found that the most common complaint of college presidents concerned their lack of power, particularly regarding educational programs (Demerath, Stephens & Taylor, 1967, p. 85). Faculty members often suspect that they have been excluded from important decisions. Sixty-three percent of Dykes' respondents reported dissatisfaction with the faculty's role in decision-making (1968, pp. 11, 15). Advocates of student participation in

academic decision-making criticize the paternalistic attitude exhibited by college administrators, faculty and trustees toward those persons the colleges are supposedly training as intellectuals (Lewis, 1971, pp. 496-499). Conflict over the amount of student participation in decision-making was found by the Carnegie Commission. The results indicated that students generally want more participation than faculty members are willing to grant them (CCHE, 1973, p. 67). Thus campus constituencies do not appear to be satisfied with their share of decision-making.

Conditions surrounding decision-making in institutions of higher learning changed during the decade of the sixties. Quick action was often required and new factions demanded a share in the process. The traditional mechanism of consensus building among colleagues through deliberate action was not equal to the tasks at hand. Now it appears that no clear model of academic governance is generally accepted. Without a clear theory of governance and consensus on campus issues, management of the college or university is more difficult and conflict is more common (CCHE, 1973, pp. 73, 13, 10).

Clark identified at least three concepts of governance that contend for dominance on campus--public trust, bureaucracy, and the collegium. By placing control of education in the hands of a lay board, the people of a society retain control of the institution in order to make it answerable to them. This part-time lay board is legally responsible for the well-being of the institution and can direct both financial and educational matters if it chooses. It is expected to protect the interest of the public in contrast to the narrower interests of the academic community. The board hires a president and his

staff as full-time, trained administrators and delegates decision-making responsibilities to them (Clark, 1961, p. 294).

Increased complexity of colleges and universities has resulted in more reliance on the expertise of the trained administrator. This reliance has strengthened the bureaucracy and brought it into more vigorous competition for the control of the institution that lay boards exercised during the seventeenth and eighteenth centuries (Clark, 1961, p. 294; CCHE, 1973, p. 31). Since institutions are too complex for part-time lay board members to administer, the bureaucratic model has been superimposed upon that of public trust to overcome these deficiencies (Mason, 1972, pp. 4-5). As Clark defined it, a bureaucracy is a hierarchy of officers each of whom has been assigned a fixed position with specific duties and jurisdiction (1961, p. 294). Efficiency through central coordination is the bureaucracy's *raison d'etre*. In the spheres of their delegated responsibility, bureaucrats can make day-to-day decisions required to keep the institution functioning.

However, in addition to remedying some of the deficiencies of the trusteeship style of organizational management, the overlaying of the bureaucratic structure creates problems. As Dykes pointed out, bureaucratization of an organization brings an emphasis on structural superordination and subordination. Rules and regulations become more important; and as the hierarchical structures develop, the university loses its characteristics of community and collegiality. The multi-leveled bureaucratic hierarchy removes faculty members from the locus of decision-making and heightens the faculty's feeling of



non-participation (Dykes, 1968, pp. 13-14).

When the concept of collegium gained strength at the beginning of the twentieth century in America, the governance of higher educational institutions took on new complexity (Clark, 1961, pp. 294-95). Theorists and researchers held firmly to the conviction that professional scholars should organize for the purpose of self-regulation (Wittis, 1970, p. 16; Mason, 1972, pp. 4-5; Clark, 1961, pp. 294-95). Mason elaborated his theory of academic governance by pointing out the conflicts between the collegial model and the bureaucratic and public trust models. He stated that the purposes of an institution of higher education set it apart from other organizations, businesses, governments and armies. The teaching of students and the advancing of human learning require individual self-direction by the teacher/scholar. This is antithetical to the bureaucratic model. In addition, the teacher/scholar's expertise mandates participation in decision-making, which also makes strict application of the bureaucratic model impossible (Mason, 1972, p. 1).

Unfortunately the traditional collegial model has lost its efficiency in today's circumstances which require rapid responses to complex problems. Clark agreed with Dykes' report that consensus and community were disappearing from the campus (1968, pp. 2, 4). Richardson's analysis of academic governance also found that traditional collegial government was no longer adequate to meet the demands of the times (1974, p. 348). The Carnegie Commission concluded that conflict over governance may be rather marked for some time into the future (1973, p. 77).

Therefore, researchers and theorists seemed to agree that the

three oldest models of campus governance--public trust, bureaucracy, and the collegium--were no longer adequate to meet the governmental needs of colleges and universities. Richardson described the present theoretical confusion regarding campus governance best. In addition to providing a framework for the interpretation of all apparently related phenomena, theory provides insights about what to expect in the future. It also assigns roles which in turn define expected behavior. "It is evident that dissatisfaction with role definition played a major part in creating the crises of the past decade" (Richardson, 1974, p. 346). He continued by saying that role definitions govern behavior within groups. Likewise, role definitions effect the degree and type of cooperation among persons of various groups or constituencies. "The inability of the bureaucratic and collegial concepts either to predict or cope with the events of the past decade has led to the greatly reduced credibility of these models" (Richardson, 1974, p. 346). The traditional concept of the collegium as a body of professionals setting standards and judging the performance of members contributed to the separate jurisdictions approach to academic governance, for lay trustees and administrators were not judged professionally competent to make decisions regarding scholarly work and educational programs. Likewise, often-times the scholars preferred not to spend their time reviewing hundreds of freshmen applications for admission. As the Carnegie Commission outlined it, the roles of campus constituencies were once agreed upon. Governors and legislators were to be "quick to help and slow to interfere" (Daniel Coit Gillman as quoted in CCHE, 1973, p. 75). Trustees were to attend to the money, buildings, grounds, and appoint a good president. The president was expected to raise

money, fend off external attacks and be a good friend to faculty, students and alumni. The faculty was to make academic decisions subject only to rare vetoes for good reasons. Their right to tenure was taken for granted. Students were allowed to run extra curricular activities, and they were expected to stay out of academic decisions. In general, decisions were to be made with deliberation, and there were few crises and fewer confrontations (CCHE, 1973, p. 75). In 1961 Clark wrote that this division of labor or separation of jurisdiction was a conflict reducing mechanism (p. 297). But the events of that decade would seem to have disproved this statement. Dykes made a strong case against the division of responsibilities into educational and financial categories with the faculty attending to the former and the administration, the latter. For, he found, the budget reflects policy and controls practice. Dykes' respondents felt that faculty should decide educational matters and personnel matters but that administrators should handle financial aspects of the institution. As Dykes pointed out, this separation is unworkable, for educational and personnel matters ultimately rely on the funds dispensed by the administration for their existence (1968, pp. 2-3, 7-9). In addition, the Commission formed to study the Berkeley disturbances of 1966 strongly criticized the separation of jurisdiction or interest groups' concept of governance. The Commission found that this approach was not adequate to current governance demands and that it narrowly limited discussion and decision-making processes (Berkeley Report, 1968, p. 10, as cited by Mason, 1973, p. 11).

If institutions of higher education attempted to follow the governance model based on the concept of public trust alone, colleges

and universities would necessarily be operated on a day-to-day basis by the trustees. Since they are part-time lay persons with other occupations, this would be impossible considering the size and complexity of today's institutions. If the bureaucratic model alone were followed, faculty would be the employees at the direction of and subject to the orders of administrators, regardless of the scholarly expertise of the faculty members. If the collegium were the only governance structure employed on campus, faculty time would be spent filing records and reviewing and answering masses of letters and forms. Since none of these can operate alone, all three have coexisted resulting in a separation of decision-making jurisdiction which was adequate until modern institutional complexity and views of individual rights came along and disrupted the system.

A governance approach that has been suggested to alleviate the jurisdictional conflicts and increase efficiencies is the shared decision-making or joint effort model described by the American Association of University Professors and Mason and Keeton.

In 1966 the American Association of University Professors' "Statement on Government of Colleges and Universities" was first published. This statement was the joint product of the American Association of University Professors, the American Council on Education, and the Association of Governing Boards of Universities and Colleges. The core of the governance model was expressed as follows:

The variety and complexity of the tasks performed by institutions of higher education produce an inescapable interdependency among governing boards, administration, faculty, students and others. This relationship calls for adequate communication among these components and full opportunity for appropriate joint planning and effort. (American Association of University Professors, "Statement on Government of Colleges and Universities," 1966, reprinted in CCHE, 1973, p. 206)

In the shared decision-making or the joint effort model, all four constituencies are involved in all important areas of decision-making at one time or another, although their opinions may carry different weights in different issues (Statement on Government of Colleges and Universities, 1966, reprinted in CCHE, 1973, p. 207). In general, the Statement focused most on the type of decision-making responsibility trustees, administrators and faculty would have in various areas of concern. Student participation was only sketchily outlined in 1966, but was more fully described in 1970 with the publication of the statement on "Student Participation in College and University Government." Students were to be allowed participation in decision-making because it was an appropriate part of their education. The document recommended that students' opinions be sought even on matters that apparently only secondarily affect them including questions regarding admissions, the academic program, course and staff evaluation, and the selection of administrators ("Student Participation in College and University Government," 1970, reprinted in CCHE, 1973, pp. 215-19).

Inclusion of the four major campus constituencies in decision-making was designed to reduce complaints of powerlessness which have been heard from all four groups. Since efficiency is another goal of shared decision-making, this model was designed to produce closer cooperation and integration of decision-making in both financial and educational matters.

#### Purpose

As Richardson pointed out, a theory not only provides the framework that permits interpretation of phenomena, it also defines expected behavior and provides role definitions that directly affect the degree

and type of cooperation within and among groups (Richardson, 1974, p. 346). Theorists and practitioners in higher education are searching for governance models that will reduce conflict and improve efficiency of decision-making on campus. Before the latter goals can be reached, a theory must be evolved that provides clear role definitions for each constituency: trustees, administrators, faculty and students. In addition, the constituencies must agree on the roles to be played by each group. Before this can be accomplished, areas of disagreement in role definition must be identified. The purpose of the present study was to attempt to identify areas of agreement and disagreement among trustees, administrators, faculty, and students regarding role definitions for these groups.

#### Background of the Problem

As Lindquist and Blackburn pointed out, anyone conducting a study which uses the reputationist approach of asking persons who make decisions, should expect dispute among different factions (1974, pp. 367-68); for the phenomenon of the receding locus of power, as identified by Noble and Pym, operates when such a method is employed.

Normally persons at any given level of an organization indicate that decisions are really made at another level (Noble & Pym, 1970, p. 431). This phenomenon itself can help predict responses when the reputationist method is employed. Some of the disagreement over decision-making on campus can be attributed to this receding locus of decision-making. Dykes found the faculty claimed that administrators made decisions without consulting faculty; but when the actual decisions in question were investigated, the faculty had been involved (Dykes, 1968, p. 41). What is important to this study is not who

actually made decisions, but the participant's beliefs about who made decisions. For if members of the campus constituencies believe they are not consulted on matters they think concern them, conflict over decision-making cannot be avoided. Resentments will be generated by this discrepancy between perceived current practice and the preferred or ideal practice.

When Dykes asked his faculty respondents to compare their actual and ideal roles in campus decision-making, 95 percent felt that the faculty's role was less than what it should ideally be. Two percent thought the faculty participated excessively; 2 percent said that the actual role matched the ideal role, and 1 percent did not know (Dykes, 1968, p. 11).

After his analysis of governance, Ikenberry concluded that current structures were not designed to cope with conflict and that the question of jurisdiction was not always as clear as it might appear (Ikenberry, 1970, p. 372). Hawes and Trux concluded that the roles of administrators, faculty and students in campus governance were poorly defined (1974, pp. 123-134). Mason cited the findings of the Berkeley Commission which stated that jurisdiction in campus governance was confused and imprecise (1972, p. 58). Dykes cited specific disagreement regarding decision-making roles of faculty in personnel matters. Seventy percent of his respondents felt that faculty should "usually control" faculty personnel matters. However, faculty opinion is often overridden, which leads faculty to think that administrators view them as employees rather than professionals.

#### Research Questions

In light of the findings of previous researchers and the theoretical

framework, the following questions were developed to help delineate the purpose of this study: (1) In four-year public colleges and universities of Virginia do students, faculty, administrators and trustees agree on the areas of decision-making currently participated in by the various constituencies? (2) Is there agreement among the constituencies concerning the preferred areas of decision-making for each of the four groups? (3) Is there a discrepancy between constituencies' perceptions of their current role in decision-making and their preferred role? (4) Do the constituencies disagree concerning the preferred apportionment of decision-making in institutions of higher education in Virginia?

#### Hypotheses

H/1. The perceptions of trustees, administrators, faculty and students of four-year public institutions of higher learning in Virginia differ significantly regarding the areas of decision-making currently participated in by each of these constituencies.

H/2. The responses of the four constituencies differ significantly regarding the areas of decision-making preferred for each group.

H/3. Each of the constituencies will perceive its current decision-making role as involving fewer areas of decision-making than its preferred role.

H/4. The preferred role delineated by each group for itself will encompass significantly more areas of decision-making than the role preferred for it by each of the other three groups.

#### Definition of Terms

Decision-making was used in this research to refer to any determination of policy or action made by an individual, a committee with



representatives from one or more of the four constituencies, or an election or vote open to the entire membership of one or more constituencies.

Constituency referred to one of the four groups of participants in this study: trustees, administrators, faculty or students.

Group was used synonymously with the term constituency.

Trustee referred to any member of a board of visitors for the four-year public institutions of higher education in Virginia.

Administrator was used to refer to officials of the four-year public institutions of higher education in Virginia. Departmental chairpersons were excluded from this classification while heads of business and data processing support systems were included as well as deans, vice presidents and directors of student personnel services.

Faculty was used to refer to full-time instructional staff including departmental chairpersons.

Student was used to refer to any enrollee of the four-year public institutions of higher education in Virginia regardless of their classification. Both full-time and part-time enrollees were included under the rubric of student.

Role was used to refer to any patterning of the six categories of decision-making listed on the questionnaire. A role contained from one to six categories.

Category referred to the six general concerns of decision-making listed on the questionnaire. The six categories were as follows:  
1) Decisions Pertaining to Finance and Plant; 2) Decisions Pertaining to Faculty; 3) Appointment of Faculty and Administrators; 4) Decisions Pertaining to Academic Programs; 5) Decisions Pertaining to Governance; and 6) Decisions Pertaining to Students.

Area referred to the thirty specific items concerned with decision-making that were listed on the questionnaire (see Appendix C for the questionnaire).

Shared Decision-making meant that policy or action was determined with some type of participation from all four constituencies.

#### Limitations

1. This study was limited to the trustees, administrators, full-time faculty and students of public institutions of higher education in Virginia.

2. The names of trustees were obtained from the list maintained by the Council of Higher Education for Virginia. The names of administrators and faculty were obtained from the most recent college catalogue in print in the spring of 1977. The names of students were obtained from directories or computer print-outs maintained by the institutions. Since any of these sources could have been slightly inaccurate, the population was considered to be that as listed in these sources.

#### Summary

Chapter 1 contains the theoretical framework, statement of the purpose, research problems, hypotheses, definition of terms and limitations. Chapter 2 includes the review of the literature relevant to current and preferred practices of academic governance. Chapter 3 contains the methodology. The findings are reported in Chapter 4, and conclusions appear in Chapter 5.

CHAPTER 2  
REVIEW OF THE LITERATURE

Current Practice

Lindquist and Blackburn give a concise description of research methodology commonly used by political scientists and other researchers interested in discovering who makes decisions in organizations like colleges and universities. Researchers have commonly used only one of the four methods--structuralist, reputationist, decisionist, or normative.

Lindquist and Blackburn reported that the structuralist inventories persons holding positions high in the bureaucratic and collegial pyramids, making note of such factors as their rank, years of service, age and positions held. The authors found that studies using the structuralist approach typically identified two key groups on campus, a faculty oligarchy and a group of executive administrators. The researchers criticized the structuralist approach because it does not reveal the extent to which these groups actually have decision-making ability. It is likely that their actions are limited by the wishes of their colleagues.

The reputationist approach asks persons to indicate who makes the decisions on their campus. Using this approach results typically in the identification of a small group of persons: the president and a few senior faculty members. Lindquist and Blackburn criticized this approach because of the enigma of the receding locus of power previously

identified by Noble and Fym (1970, pp. 335-36). Individuals at one level or belonging to one group in an organization claimed that decisions were made by another level or group of the institution. However, this criticism seemed poorly substantiated, for Lindquist and Blackburn themselves reported results that varied according to institutional type when the reputationist approach was used. If the receding locus of power were a constant phenomenon, results would vary according to the method, not the institutional type (Lindquist & Blackburn, 1974, pp. 367-68).

The third approach described was the decisionist, in which specific decisions were selected for study. The weakness with this approach was the researchers' inability to study all decisions or to satisfactorily sample decision-making to remove bias. Decisionist studies typically identify competing elites from pluralistic power bases. Participation in decision-making was described as more widespread when this method was employed (1974, p. 368).

The fourth approach for researching governance that was outlined by Lindquist and Blackburn was the normative. When using this method, researchers identify the values that prevail on a campus and then discover the persons or groups on campus who benefit from these values. This method's weakness is its tendency to ascribe to all, beliefs that are held by only a few (Lindquist & Blackburn, 1974, p. 368).

To overcome the weaknesses of these four methods, if used individually, Lindquist and Blackburn used all at once, as well as adding an historical perspective. They studied governance at a large midwestern university with a tradition of a strong faculty senate. A 68-year period was covered (Lindquist & Blackburn, 1974, pp. 369-70).

Using this combined approach, the researchers identified an administratively dominated oligarchy. They found that key persons at the university were long tenured, personally and professionally esteemed, experienced in local government, opinion leaders on campus issues, members of governance committees, and an executive administrator or full professor (Lindquist & Blackburn, 1974, pp. 368-375). In addition to identifying an administratively dominated oligarchy, the authors found that administrators were most satisfied with the locus of decision-making on campus. Faculty were next, and students were least satisfied (Lindquist & Blackburn, 1974, pp. 375-76).

Lindquist and Blackburn's combined methodological approach is perhaps the ideal for case studies or research projects with large budgets, but their criticisms of the individual methods should not discredit these approaches entirely. If the actual decision-making behavior is the objective of research, the combined approach should yield more accurate information; but the perceptions of decision-making of occupants of key positions in governance structures can themselves be the object of study. Although Lindquist and Blackburn used a combined approach, their results and conclusions were very similar to those of Eckert who employed a structuralist approach.

Eckert did two studies of governance at the University of Minnesota. The first used data gathered from 1945-48 and 1955-58. Her results indicated that faculty, particularly junior faculty, women and students had a minor role in studying problems and making decisions. During the 1948-55 period, procedures were adopted specifically aimed at broadening the membership of the senate, but her research indicated that in 1958 powerful senate committees had few members from these groups.

For further comparison, Eckert took another sample of data during the period 1965-68. She accumulated data regarding persons' rank, discipline, senate committee appointments, age, years of service, and administrative posts held. She found that departments and colleges controlled hiring, curriculum and other aspects of internal life, while the president, his staff and the senate dealt with university-wide problems. The 1965-68 study involved 295 faculty members and 103 students and alumni. Eckert found that 69 percent of the faculty representatives were assigned to one senate committee; 21 percent held two committee assignments; and 10 percent held from three to six. She also found that 63 percent of the faculty committee appointees held full professor rank, while only 25 percent of the university faculty held this rank. Sixty-six percent of the non-student committee appointees held administrative posts including that of departmental chairperson. Like Lindquist and Blackburn, Eckert found that a small group of key persons dominated decision-making bodies. These persons held senior academic rank and administrative positions (Eckert, 1970, pp. 308-314). At least in one instance then, the structuralist approach yielded similar results to Lindquist and Blackburn's more elaborate methodology.

Eckert collected some data regarding student participation in the senate and its committees although she did not have complete information which limited comparison with previous years. Her 1969-70 student information indicated that students were allowed one representative per one thousand students. In 1969-70 the senate had 52 students and 110 faculty representatives. The new representation procedure was adopted in June of 1969. Eckert investigated student participation on senate committees beginning in 1913 when they had members on five of the

eleven committees: athletics, finance and audit, student publications, student affairs and debate. Student participation declined during the last half of the 1950's. At that time there were student representatives on three of the nineteen senate committees: athletics, student affairs, and ROTC. After the 1969 reorganization of the senate, there were ten committees, and students were on seven of these. The three exceptions were the administrative, judicial and the faculty affairs committees (Eckert, 1970, pp. 309-310).

The Lindquist and Blackburn study and that of Eckert provided some general information relevant to the background of the question of current participation levels of the three campus constituencies-- administrators, faculty and students. Since administrators seemed to participate extensively in decision-making, it was not surprising that Lindquist and Blackburn found them to be the most satisfied with the locus of decision-making on campus. Since most faculty members were not included in decision-making bodies, it was not surprising that faculty dissatisfaction with their role in decision-making has received a good deal of attention in professional journals of the last decade. There have been studies, however, that give more specific information about the areas of decision-making currently participated in by the four constituencies surveyed in this study. More detailed treatment of the trustees' current role in academic government was found in Governance of Higher Education: Six Priority Problems by the Carnegie Commission on Higher Education, and in College and University Trusteeship by Morton A. Rauh. The role of administrators was generally studied jointly with that of the faculty. The major studies which dealt with their roles were Faculty Participation in Academic Governance by Arnold R.

Weber and Associates, the "Report of the Survey Sub-committee of Committee T" by the American Association of University Professors, and Faculty Perceptions of Shared Authority and Collective Bargaining at Public Institutions of Higher Education in Virginia by James O. Armstrong II. The faculty's role in governance received exclusive attention in Faculty Participation in Academic Decision-making by Archie R. Dykes. And finally, the role of students in governance received detailed treatment in "Student Participation in the University Decision-making Process," by Leonard C. Hawes and Hugo R. Trux IV, as well as in Should Students Share the Power, by Earl J. McGrath. The Carnegie Commission's study also devoted a good deal of attention to students' role in governance.

The role of the board was thought to be of crucial importance by the Carnegie Commission on Higher Education which sponsored research concerning campus governance in 1969 and compiled their findings into Governance of Higher Education: Six Priority Problems which was published in 1973. They found that purposes of institutions of higher education were being examined, campus independence was being eroded, and conflict on campus was intensifying, all of which pointed to the necessity for changes in the role of the governing boards of colleges and universities. Their general statement of the roles of trustees included nine aspects of governance. The board of trustees has responsibility for the long-term welfare of the institution, and it defines the purposes to be fulfilled and the standards to be met. Likewise, it is the guardian of the mission of the institution. It also evaluates overall performance and acts as a buffer between campus and society. The board is the final arbitrator of internal disputes. It is an agent



of change in an historically conservative institution, and it has basic responsibility for the financial welfare of the organization. Finally, it provides for the governance of the institution as it appoints and removes the president and chief administrative officers and arranges for the administrative structure (CCHE, 1973, pp. 32-33).

The Carnegie Commission on Higher Education summed up general references to the board's role, but more specific information was presented by Rauh. In his research, he interviewed about seventy presidents and trustees. His participants were not randomly selected but were chosen because of distinguished success in college and university governance. The purpose of his study was to clarify the responsibilities of boards of trustees (Rauh, 1959, pp. 3-10).

The respondents distilled the board's role into a minimum of four responsibilities. First, it was said to select and change the president when necessary. Second, it held title to the property, acted as a court of last resort, and held the charter. The investment of endowments or the delegation of this to professionally skilled persons was also seen as a major responsibility of the board as it currently functions. Curriculum was seen as the domain of the faculty, but the trustees' right to intervene in this area was maintained (Rauh, 1969, pp. 18-23).

One of the key responsibilities of the board was that of choosing the president. The selection procedure was typically as follows. The board appointed a subcommittee which worked with faculty representatives to draw up qualifications. The board and faculty search committees screened candidates separately, and the board made the final decision. Ordinarily the board does not select anyone over the objection

of faculty recommendations (Rauh, 1959, pp. 23-28).

In regard to faculty selection, Rauh found that most boards delegate this responsibility to the president, deans and faculty members. However, final approval is retained by the board (Rauh, 1959, p. 38).

Rauh's respondents seemed to think that boards often do not have as much control over budgeting as is generally believed. Often the budget is presented to the board late in the spring when appointments for the next year have already been made, so there is little that can be done to change the budget at that time and still honor commitments (Rauh, 1959, pp. 41-43).

Financial responsibility was generally assumed to rest with the board, but actual fund-raising was often carried out by the president of the institution. Buildings and grounds was seen as an area in which most boards involve themselves at the operational level when they would not do so with educational matters. A great deal of the board's time was reportedly spent on buildings and grounds issues. Faculty's right to control curriculum matters was generally accepted (p. 76).

The study of the role of administrators in academic governance was typically linked inextricably with that of the faculty. Weber and his associates pioneered with their 1967 study of governance styles in 35 colleges and universities. They were investigating unrest on campus and blamed governance problems for the trouble. Fifty percent of the campuses studied were characterized by one governance style, administrative primacy. This meant that mechanisms for faculty consultation existed, but their views were given less consideration than administrative recommendations. Twenty-five percent of the campuses were characterized by shared authority, which meant that both faculty

and administration exercised effective influence in decision-making. A few campuses manifested the faculty primacy style of governance in which decisions were made primarily by faculty, but most of the remaining 25 percent of the campuses exhibited administrative dominance. Here administrators made unilateral decisions with little or no consultation with faculty (Weber & Associates, 1967, pp. 14-17).

In the academic year 1969-70, the Survey Subcommittee of Committee T of the American Association of University Professors sent a rather involved questionnaire to colleges and universities having AAUP chapters. The questionnaires were mailed to both the presidents of the institutions and the chapter presidents. The replies from the two groups were very different, so they were asked to jointly complete the questionnaire. Eight hundred and fifteen usable joint returns were obtained. Respondents were asked to indicate the level of faculty participation in various areas of decision-making. Results indicated that faculty participated at the level of consultation which was less than the ideal expressed by the American Association of University Professors in the "Statement on Government of Colleges and Universities." The range of response categories were 1) Faculty Determination, 2) Joint Action [by faculty and administration], 3) Consultation, 4) Discussion, 5) None [no faculty participation] (Report of the Survey Subcommittee of Committee T, 1971, pp. 68-69, 73, 122-23).

Armstrong surveyed the perceptions of full-time faculty members at public institutions of higher education in Virginia regarding twenty-two decision-making areas. These were broken into four categories: faculty affairs, appointment of faculty and administrators, academic programs, and planning and governance. Of the 350 questionnaires mailed

to participants, 215 returns were usable in whole or in part. The faculty perceived decisions concerning academic programs as being shared between faculty and administrators. However, they felt that decisions in the other three categories fell closer to administrative primacy than to shared decision-making. Thus administrators were perceived as having the larger role in decisions pertaining to faculty affairs, planning and governance, and appointments (Armstrong, unpublished dissertation, 1975, pp. 49-50).

The American Association of University Professors study conducted by the Survey Subcommittee of Committee T was an attempt to ascertain the faculties' actual level of participation in several categories of campus governance. Respondents were to examine carefully procedures and traditions on their campuses in selecting their answers. How well the study succeeded in discovering actual practices as opposed to perceptions of practices may be indicated by the fact that the original reports filed separately by the institution and the American Association of University Professors chapter presidents disagreed so drastically that joint formulation of the reports was requested. Participants selected from five response categories: faculty determination, joint action, consultation, discussion or none. In general, the level of faculty participation was found to be consultation (Report of the Survey Subcommittee of Committee T, 1971, pp. 68-124).

Another study which dealt with the perceptions of faculty exclusively was that conducted by Dykes. He conducted personal interviews with 104 members of the college of liberal arts and sciences at a large, midwestern university. The sample was randomly selected and stratified according to rank. It was limited to full-time, teaching

or research faculty who did not have heavy administrative duties, so departmental chairpersons, deans, etc., were not included (Dykes, 1968, pp. vi-vii).

Although Dykes' study dealt largely with the preferred or ideal faculty role in governance, some of his findings did reflect the current practices. Dykes found a widespread conviction that faculty and administrative priorities conflict. He also discovered a tendency to dichotomize decisions into those dealing with educational and non-educational matters. The latter outstandingly included financial affairs. A corollary tendency was for the faculty's nonfinancial role to be denigrated. His respondents complained that the current faculty role in governance was limited to insignificant matters. Forty-one percent felt that the faculty was excluded from decisions in which they should participate; 12 percent said they were not; and 47 percent said they did not know. Only 28 percent were satisfied with their current role in governance, while 63 percent were dissatisfied. A vast majority, 87 percent, said that some persons participate more than others in campus governance; and 79 percent said all persons do not have an equal chance to do so. Older professors were thought to be most active. Dykes concluded that much of the tension between faculty and administrators results from the view of the university as a closed system in which the increase of administrative influence would mean a decrease in faculty influence. He found that faculty and administrators are seen as adversaries (Dykes, 1968, pp. 9, 11, 13, 15, 17, 18, 20-22).

McGrath undertook the study of the current role of students in academic governance at the request of the American Academy of Arts and Sciences. The respondents consisted of about 900 presidents of American

and Canadian colleges and universities. About 875 of the respondents gave usable results (McGrath, 1970, pp. 5-6).

Student participation in academic governance has existed to one degree or another since the universitas originated in Italy in the last part of the twelfth century, and McGrath pointed out that the current claim that students participate more than ever is not founded in research. Students' current participation varies among institutional types and specific committees. Students were found on more committees in smaller colleges than in larger, complex universities. The committee most commonly having some type of student participation was the curriculum committee. A total of 58 percent of these committees had some type of student participation, and 46 percent had student voting members. The very powerful faculty executive committee allowed some type of student participation in about 23 percent of the cases, while 18 percent permitted voting by student members. However, in personnel matters students were not allowed to participate significantly. Four point seven percent of faculty selection, promotion and tenure committees allowed either voting or non-voting student members. Three point three percent actually allowed students to vote. The only policy-making body with fewer voting student members were boards of trustees. Two point seven percent permitted student members to vote, while 20 percent allowed some type of student participation. By the arrangement of the data in Table I in the appendix, McGrath implied that the following committees were not policy-making bodies although he offered no explanation for this categorization. He reported only the total student participation figures for these committees and did not specify the percentages allowing student voting memberships. About one-third of

the library, public events, and student life committees had student members. Less than one-fifth of the admissions and discipline committees included students, and only about 10 percent of the planning committees.

McGrath concluded that student participation on faculty committees was becoming the rule rather than the exception. Eighty-eight point three percent of the institutions reported students on at least one faculty committee, and his results indicated a trend toward increased student representation (McGrath, 1970, pp. 1, 7, 10-11, 18, 38-45, 106).

Hawes and Trux studied student participation in governance committees at a large, midwestern university. Their subjects came from three strata of the college community: students who were not members of committees, student members of committees, and faculty and staff members of committees. There was a total of over 500 respondents. Data were collected through the use of polls, questionnaires, telephone interviews, and case history interviews using a schedule which elicited detailed information. Fifty percent of the committees had student representatives. Fifty-two percent of the student representatives were graduate students, and one-third were seniors. Hawes and Trux found that college-level committees had more student representation than did departmental and university-wide committees. Students felt under-represented while faculty thought student representation was adequate. Faculty and students' opinions of each other were found to improve after serving together on committees. The authors concluded that the full potential of student participation on committees for academic governance has not been realized, but that such participation is a

first step toward the integration of students, faculty and the administration (Hawes & Trux, 1974, pp. 123-34).

### Summary

In summation, assessments of current governance practices seemed to point to the division of labor approach. Trustees view themselves as mainly concerned with financial and physical resources of the college while they expect administrators to concern themselves with fundraising, public relations, alumni affairs and student affairs. Faculty and administrators apparently concur in this role for administrators. These three constituencies also agree, generally, that educational matters are the chief concern of faculty. Students were viewed as having a role in governance, but this role was still in the process of being formed. Students were most commonly found to participate in academic program decisions and extracurricular activities. Examination of the research concerned with the constituencies' preferred roles for themselves and others highlighted problem areas.

### Preferred Practice

In 1966 the "Statement on Government of Colleges and Universities" appeared in the American Association of University Professors Bulletin. This document, which outlines a governance model for higher education, was jointly formulated by representatives of the American Association of University Professors, the American Council on Education, and the Association of Governing Boards of Universities and Colleges. The Statement called for joint planning and effort from governing boards, administrators, faculty, students and others in order to meet the complex and various tasks of institutions of higher education. All four major constituencies were to participate at some point in



important decision-making areas. However, the voice of each in any given decision would be in relation to the responsibility each group had for that area of concern. No attempt was made to outline each component's degree of responsibility in specific areas. This was to be left to the persons on the individual campuses, but examples were given for the sake of explanation. Since the faculty has the largest responsibility for curriculum, it would have the largest voice in matters concerning this area while the other three components would have a smaller role. Although this particular document devoted minimal attention to the role of students in decision-making, they were definitely included as one of the groups that was expected to participate in campus governance. Later, in 1970, the American Association of University Professors published a statement on "Student Participation in College and University Government" which fully treated the subject of the students' role ("Statement on Government of Colleges and Universities," first published 1966, reprinted in *Carnegie Commission on Higher Education*, 1973, pp. 206-08; "Student Participation in College and University Government," first printed 1970, reprinted in *Carnegie Commission on Higher Education*, 1973, pp. 215-19).

As Keeton pointed out, sharing decision-making can take two forms. First, decisions can be made jointly. Second, the labor can be divided and specific decisions allocated to one group while others are assigned other governance responsibilities (Keeton, 1971, p. 149). The governance structure suggested by theorists which affords the most obvious opportunity for joint decision-making or joint action was the senate. McGrath proposed that a senate of students, faculty, administrators, and trustees be formed on campuses. He contended that a

structure like the senate which provides a chance for all to discuss and jointly decide would operate with less conflict than structures where constituent groups meet and make decisions which then must be reconciled with decisions that have been made by other groups (McGrath, 1970, p. 105).

Senates of no more than 50 members were supported by the American Association of University Professors. They recommended that senates have faculty, administrator and student members with the president presiding. It was believed that the president would be less likely to veto things he participated in formulating (Mason, 1972, p. 75; "Student Participation in College and University Government," reprinted in Carnegie Commission on Higher Education, 1973, p. 219). Lawry was particularly interested in the use of senates, for he believed this governance structure was more efficient, composed of more informed persons, and assured faculty a stronger role in governance than they normally have without a senate (Lawry, 1971, pp. 377-80).

If the division of labor were the preferred approach to governance, decentralization would provide one means of implementation. Keeton preferred decentralization because of the diversity it allows. He felt that diversity was vitally important during a time when central coordination, especially central control of funds, can press for homogenization (Keeton, 1971, p. 35). Decentralization was also very strongly urged as the preferred governance approach by Ikenberry. He felt that the current focus on more central forums for discussion and decision-making was not appropriately oriented. He urged that new governance structures be formed to broaden participation at the course, program, and departmental levels; for it is at these levels where

persons are actively interested and will participate enthusiastically. In addition, decentralization places control in the hands of those most directly affected by decisions and those most knowledgeable of the problems and their solutions (Ikenberry, 1970, pp. 371-74).

Although the joint effort, the shared decision-making or shared authority model of academic governance, seemed to be generally accepted by theorists and researchers, working out the details of each constituency's role was still in process at the time of this writing. Although Corson called for a clarification of the role of trustees as early as 1960, the preferred role for trustees has received less attention in the literature than that of the faculty and students (Corson, 1960, pp. 57-58).

In broad terms, the "Statement on Government of Colleges and Universities" assigned the board four responsibilities. Trustees were to issue statements that define policies and procedures of the institution. They were to husband the endowment. They were also to obtain the needed capital development and operating funds, and they were to attend broadly to personnel policies. Budgeting for long-range and short-range needs was considered central in the board's formal responsibility, but it was also said to be an important part of the president's administrative authority and of the educational function of the faculty; so trustees were to share this area of governance with other factions. The board was also assigned a share in decision-making in the area of facilities as were the other constituencies ("Statement on Government of Colleges and Universities," 1966, reprinted in Carnegie Commission on Higher Education, 1973, pp. 208-210).

Some of Rauh's respondents felt the board could more actively

participate in decisions concerning academic programs, personnel policies and student affairs if its members had or were provided the background necessary (Rauh, 1959, p. 65). By contrast to Rauh's board members and presidents, almost one-half of the faculty surveyed by the Carnegie Commission on Higher Education in 1969 said that trustees' only responsibilities were to raise money and gain community support (Carnegie Commission on Higher Education, 1973, p. 33, footnote 1).

As a result of this 1969 research, the Carnegie Commission on Higher Education had many recommendations concerning the preferred role and composition of governing boards. It was recommended that faculty members, students and alumni should participate in nominating some of the board members, but faculty and students should not serve as members of boards at institutions where they are enrolled or employed. The Carnegie Commission on Higher Education also recommended that faculty and students should serve on board committees or have parallel committees with provisions for joint consultation. It was also recommended that trustees should seek active presidents and then give them the staff and the authority necessary to provide leadership in a period of change and conflict. They further specify an advisory role for faculty and students in the process of appointing the president and reviewing his performance (Carnegie Commission on Higher Education, 1973, pp. 25, 33, 38). Keeton suggested another plan for increasing the participation of faculty and students in the activities of the board. He believed that the board should hold public meetings where students, faculty and others could attend. He proposed that students and faculty be able to help shape the agenda of board meetings and that they should select some of the board members (Keeton, 1971, p. 34). Thus, disagree-

ment over the preferred role of the governing board in academic governance was readily apparent.

As was the case in attempting to ascertain administration's current role in academic governance, it was difficult to separate preferences concerning their ideal roles from discussions including the preferred role for faculty. In line with their shared decision-making model, American Association of University Professors' statements indicated that the administration would participate in all major decisions but that their share would be particularly strong in regard to some areas. It was said to be the responsibility of the president to appoint deans and administrative officers with the advice and consultation of the appropriate faculty and with student consultation where feasible. The president was also seen as the chief planning officer, and it was thought by the American Association of University Professors that the administration and faculty should make long-range plans and convey these to the board so it can carry out its duties. Students were also to contribute to plans for financial and physical resources ("Statement on Government," 1966, reprinted in Carnegie Commission on Higher Education, 1973, pp. 208-211; "Student Participation," 1970, reprinted in Carnegie Commission on Higher Education, 1973, pp. 218-219).

The preferred role for faculty members in governance has received a great deal of attention in recent years. The American Association of University Professors' "Statement on Government of Colleges and Universities" indicated many specific areas in which the faculty should have the major decision-making responsibility. Mason's work, which was classified as an elaboration of the American Association of University Professors' policy statement, strongly supported the faculty's right

and responsibility to participate in governance. He pointed out that faculty participation assured that the academic purposes of the institution would remain uppermost. It was also expected to act as a check on administration's role, and it would employ the intellectual resources available (Mason, 1972, pp. 55-56). Keeton urged a strong faculty role in governance and justified their participation on the grounds that their expertise uniquely qualifies them to make many decisions that others cannot. He also pointed out that their cooperation is essential to the effective operation of the institution and that human beings have the right to participate in shaping policies that affect their lives and well-being (Keeton, 1971, pp. 11-12). The study on 35 campuses conducted by Weber and his associates found governance to be a problem and recommended more faculty participation as a remedy for unrest, threatened strikes and unionization (Weber et al., 1967). Thus, these theorists and researchers indicated that the faculty role in governance was not substantial enough.

In the view of the American Association of University Professors, primary responsibility for curricula, instructional methods, subject matter, research, faculty status, and student life that relates to the educational program should rest with the faculty. It was preferred by the American Association of University Professors that the faculty and board cooperate in the selection of the president. In a report by Committee T published in 1972 on "Faculty Participation in the Selection and Retention of Administrators," it was stated that the faculty should have a strong voice regarding the selection of academic deans and a less strong voice in the selection of officials who advise the president directly. However, in both cases it was recognized that the

president should have the final decision. Similarly in the view of the American Association of University Professors, the faculty should select departmental chairpersons but the dean should have the final choice. It was recommended that a dean not select a chairperson over the objection of faculty ("Faculty Participation," 1972, reprinted in Carnegie Commission on Higher Education, 1973, pp. 220-21; Mason, 1972, pp. 79-80).

When faculty was consulted directly in the 1969 Carnegie Commission study, 89 percent said faculty should participate on governing boards, while only 40 percent said that government should be conducted entirely by faculty and students. Sixty percent of the faculty did not think that faculty senates or councils were acceptable workable mechanisms (Carnegie Commission on Higher Education, 1973, p. 45).

The major focus of Dykes' interviews with 106 members of the college of arts and sciences of a large, midwestern university was to ascertain their view of the preferred role for faculty in academic governance. Participants were questioned about academic affairs, personnel matters, financial matters, capital improvement, student affairs, and public and alumni relations. Responses were broken down into five parts: 1) The faculty should always or almost always determine, 2) The faculty should usually determine, 3) The faculty should recommend, 4) The faculty should not usually be involved, and 5) The faculty has no role. Eighty-six percent of the respondents felt that the faculty should either determine or usually determine academic affairs decisions while the remaining group felt recommendation was the correct faculty role. Sixty-nine percent said that the faculty should determine or usually determine personnel matters, while the remaining 31 percent

said recommendation was the correct role. On the question of capital improvement, 21 percent favored determination of some type for the faculty, while 75 percent preferred recommendation as the faculty's role. Seventy-three percent preferred a minimum role of recommendation regarding student affairs, while 25 percent said the faculty should not usually be involved with that category of governance. In public and alumni relations, 44 percent preferred the role of recommendation. Fifty-one percent said that the faculty should not usually be involved, and 5 percent said the faculty had no role in public relations. Appointment of new faculty was singled out as the personnel area in which faculty should most often dominate. The further an issue was perceived as being from academic affairs and the educational program, the less interested the faculty was in having an influential role in those decisions (Dykes, 1968, pp. 1-8).

Arguments upholding students' rights to participate in academic governance have taken similar tracks, although the exact role to be played was less generally agreed upon. McGrath pointed out that students have always had the informal mechanisms of persuasion, petition and pressure. Students have been able to influence curriculum by refusing to take certain courses, and they have influenced residence hall life by refusing to live in dormitories. McGrath strongly urged formal inclusion of students in governance. The most compelling reason in his view "rests on the generally accepted political proposition that in free societies all those affected by a social policy have an inalienable right to a voice in its formulation" (McGrath, 1970, p. 51). He argued against persons who would deny students the right to participate in governance because of their immaturity. Students who are considered



intellectually and morally mature enough to study and understand Plato's Republic, Aristotle's Poetics, Shakespeare's Hamlet and MacBath, and Freud's Introduction to Psychoanalysis should be able to meet the challenges of academic governance, McGrath contended. He said that the question is not whether students should participate, but how they should participate. He supported election of student representatives by students and felt that students should comprise one-third to two-fifths of committee members. To overcome resistance to student participation based on the argument that they are irregular participants and that committee work interferes with their studies, he proposed that students (like faculty members) be given credit for committee participation and that students relying on employment to help earn their way through college should receive pay for their work (McGrath, 1970, pp. 20-21, 51-53, 70-71, 82, 98-99, 104).

Keeton pointed out that students can negatively influence a campus through disruption and that their cooperation is absolutely essential to the operation of educational institutions. He felt that students should be incorporated into governance, for they have many positive contributions to make. However, he was opposed to one or two student representatives on governing boards. He felt they could not represent the full range of rapidly changing student opinion, and he predicted that their presence might get the board into actions that should be left to management. Finally, he believed that having a few student representatives could fool people into thinking that student desires were being met (Keeton, 1971, pp. 15-20, 33-34).

The American Association of University Professors' statement on "Student Participation in College and University Government" pulled the

supporting arguments together and proposed specific areas in which students should have a voice. Participation in campus government was seen as part of the students' education. They also cited the greater likelihood of responsible student involvement when they participate through orderly processes and to the degree appropriate in particular circumstances. Finally, the American Association of University Professors' joint effort model stands on the premise that all four campus groups must participate in order to have a sound academic government. It was recommended that students have a predominate voice in some decisions and that they be consulted in areas that secondarily concern them. It was proposed that students should have a voice in all academic program decisions including scheduling of classes, and course and faculty evaluations. In addition, it was felt students should participate in formulating regulations concerning their personal lives and discipline. Budgeting and physical resources were also considered to be appropriate areas of student involvement. The American Association of University Professors also recommended that students be given either voting or non-voting membership on departmental, college and university-wide policy bodies. Specifically, it was proposed that students participate in the selection of the president of the institution and administrative officials ("Student Participation," 1970, reprinted in Carnegie Commission on Higher Education, 1973, pp. 215-19).

In their 1969 survey of faculty and student preferences, the Carnegie Commission on Higher Education found generally that students wanted a larger decision-making role than faculty were willing to give them. Forty percent of the faculty said they were willing to share governance decisions, at least as a way of improving undergraduate

education. But they did not want to share all decisions with all students. The faculty was willing for students to vote on discipline and consult formally on matters related to academic programs. In order of preference, students wanted to participate in the areas of discipline, content and provision of courses, degree requirements, admissions policies, and faculty appointment and promotion regulations. Undergraduates specifically named residence hall life as the area they were most interested in. Among student respondents, a voting role was desired by 43 percent of the undergraduates and 42 percent of the graduates. However, a majority of the students favored less than a voting role. A majority of faculty were willing to permit students a voting role in discipline, but they denied students a role in appointment and promotion of faculty. Faculty were more willing to share governance with graduate students than with undergraduates. The Carnegie Commission concluded that students do not want to take over governance, but they do want to participate in decisions about academic life either through voting, formal consultation or informal consultation (Carnegie Commission on Higher Education, 1973, pp. 46, 63-67).

In their 1975 survey of faculty preferences, Ladd and Lipset found that faculty were more positive toward student participation in governance than they had been earlier. The 1969 Carnegie Commission on Higher Education results showed that 6 percent of the faculty favored student voting on faculty appointment and promotion. In 1975, 14 percent favored student voting in this area. Likewise, the percentage of faculty which felt students had no role in appointments and promotions dropped from 55 to 28 percent. Admissions, curriculum, degree requirements, and discipline showed similar shifts (Ladd & Lipset, 1976, p. 12).

Summary

A review of the literature which dealt with prescribing the preferred roles for campus constituencies uncovered possible conflicts in role definitions. Trustees would like to expand their current role to include active participation in educational and personnel policies. Administrators were apparently not consulted about their own role, and faculty preferred to subscribe close limits to the roles for administrators and trustees. On the other hand, faculty preferred to expand their own role to include vigorous faculty participation in almost every major type of decision faced by colleges and universities. Although a formal role for students in academic governance was included in the shared models proposed, disagreement over the extent of that role existed. Students preferred to participate in more areas than faculty cared to allow.

## CHAPTER 3

### METHODOLOGY

An ex post facto design was employed to ascertain the perceptions of current governance practices at four-year public institutions of higher education in Virginia. A questionnaire (see Appendix B) was mailed to trustees, administrators, faculty and students. The participants were also asked for their preferences concerning decision-making on their campuses.

#### Sample

There were 15 four-year, public colleges and universities in Virginia. Since it was desirable that all 15 be represented in the study, the sample was stratified according to constituency and institution.

Since one of the boards of visitors served two colleges, trustees were selected from fourteen separate lists. Administrators and faculty were selected from fifteen lists. Five institutions refused to release lists of students' names so the student sample was taken from only ten colleges. Therefore, the student sample cannot be considered representative. There were 79 trustees, 74 administrators, 77 faculty, and 50 students originally selected to participate in the study. Of the 280 in the sample, 210, or 70 percent, replied. There were 178, or 63.6 percent, usable returns, while 32, or 11.4 percent of the total sample, were not usable (see Table 1).

Table 1

Comparison of the Total Sample, the Validation Sample Before  
and After Telephoning, and the Non-validation Sample  
(Percentages in Parentheses)

	Total Sample	Validation Sample Before Telephoning	Validation Sample After Telephoning	Non-validation Sample
Total cases	280 (100.0%)	54 (100.0%)	54 (100.0%)	226 (100.0%)
Usable replies	178 ( 63.6%)	36 ( 66.7%)	41 ( 76.0%)	137 ( 60.6%)
Unusable replies	32 ( 11.4%)	5 ( 9.3%)	13 ( 24.0%)	19 ( 8.4%)
No reply	70 ( 25.0%)	13 ( 24.0%)	0 --	70 ( 31.0%)

### Validation Sample

Of the 280 questionnaires sent, 54 were chosen as a validation sample using a stratified random sampling procedure like that employed when the total sample was selected. The validation sample consisted of one trustee from each of the 14 boards. There were also 15 administrators and 15 faculty members, one from each of the institutions in the population. In addition, one student was selected from each of the ten institutions which provided the names of their enrollees. It was hoped that all 54 of the validation sample would respond, thereby providing a complete set of responses against which to compare the answers of the remaining or general sample.

One week before the study was to end, only 36 (66.7%) usable replies, five (9.3%) unusable replies, and 13 (24.1%) no responses had been tallied. Those who had not responded were telephoned and urged to do so. They were told that they had been selected as part of the validation sample, and its importance to the study was explained. As a result, five more usable questionnaires were received. Therefore, a total of 76 percent of the validation sample provided usable replies and 24 percent, or 13 persons, gave unusable replies. One of the non-respondents refused to participate because she believed the questionnaire asked for information that belonged strictly to the board.

The non-validation sample consisted of 226 participants. Usable replies were provided by 137, which was 60.6 percent of this sample. Nineteen, or 8.4 percent, gave unusable responses; and 31 percent did not reply. Therefore, the replies for the validation sample before telephoning and the responses for the non-validation sample were similar (see Table 1).

There were thirty items on the questionnaire, but participants were to give two sets of responses to each, making a total of sixty answers. Thirty of the answers concerned current practices, and the other thirty dealt with preferred practices. Responses for the validation and non-validation participants were compared by means of Chi-square on each of the sixty answers. Significant differences were obtained in only two cases.

The validation and non-validation samples differed in their perceptions of current practices in the area of short-range budgetary planning (question one). The Chi-square for this difference was 20.84740 with 9 df and a significance level of 0.0133 (see Table 2). The Cramer's V of 0.34 indicated that the differences were strong. However, the Symmetric Lambda of 0.02 indicated only slight improvement in the predictive ability when either the sample or the answer was known.

Preferred practice responses for the validation and non-validation samples were also compared by Chi-square on all thirty decision-making areas. The Chi-square of 20.51663 with 10 df and a significance level of 0.0247 was obtained for the preferences on question four, construction and renovation of academic and non-academic buildings. The Cramer's V of 0.33 indicated a rather strong difference between the groups. The Symmetric Lambda of 0.026 indicated improved predictive ability when either the sample or the answer was known (see Table 3).

Obtaining significant differences in two of sixty cases meant that there were no significant differences in 96.7 percent of the answers. It was likely that even in the two significant cases the difference was



Table 2

Chi-Squares, Cramer's V's, and Symmetric Lambdas for Perceived Current  
Practice Differences Between Validation  
and Non-validation Samples

Question	Chi-Square	Degrees of Freedom	Significance	Cramer's V	Symmetric Lambda
1	20.84740	9	0.0133	0.34223	0.01875
2	13.05600	9	0.1601	0.27083	0.02158
3	6.35155	6	0.3850	0.18890	0.00709
4	6.99432	8	0.5372	0.19823	0.00658
5	5.55396	10	0.8512	0.17664	0.0
6	6.26291	10	0.7927	0.18758	0.02367
7	7.46557	9	0.5888	0.20480	0.00575
8	10.12229	8	0.2565	0.23847	0.00667
9	6.78649	8	0.5598	0.19526	0.02721
10	6.99514	6	0.3213	0.19824	0.0
11	16.21645	9	0.0625	0.30183	0.02013
12	12.34331	10	0.2627	0.26333	0.00571
13	6.49800	10	0.7718	0.19106	0.0
14	3.39715	8	0.9070	0.13815	0.0
15	7.35129	10	0.6919	0.20322	0.0
16	7.15095	10	0.7111	0.20043	0.00585
17	4.60042	9	0.8677	0.16076	0.0
18	9.74878	10	0.4628	0.23403	0.00730
19	10.04773	9	0.3466	0.23759	0.0
20	10.22861	10	0.4207	0.23972	0.01389
21	8.16466	9	0.5170	0.21417	0.00670
22	12.11488	10	0.2774	0.26089	0.01220
23	9.88087	7	0.1954	0.23561	0.0
24	6.55644	11	0.8338	0.19192	0.00575
25	13.60702	11	0.7555	0.27648	0.00641
26	9.14165	11	0.6088	0.22662	0.0
27	19.50688	12	0.0770	0.33104	0.02532
28	10.41037	10	0.4053	0.24184	0.00667
29	8.20670	12	0.7688	0.21472	0.0
30	13.02755	11	0.2915	0.27053	0.00559

Table 3

Chi-Squares, Cramer's V's, and Symmetric Lambdas for Preferred Practice  
Differences Between the Validation  
and Non-validation Samples

Question	Chi-Square	Degrees of Freedom	Significance	Cramer's V	Symmetric Lambda
1	11.64535	19	0.3095	0.25578	0.03371
2	6.54574	10	0.7675	0.19197	0.01176
3	8.48115	7	0.2921	0.21828	0.00671
4	20.51663	10	0.0247	0.33950	0.02597
5	5.18230	10	0.8787	0.17063	0.00641
6	10.73683	12	0.5516	0.24560	0.0
7	17.35033	14	0.2380	0.31221	0.02778
8	13.97197	9	0.1233	0.28017	0.01786
9	6.78036	9	0.6600	0.19517	0.0
10	4.57635	10	0.9176	0.16034	0.0
11	12.53021	12	0.4041	0.26532	0.01460
12	10.98463	10	0.3587	0.24842	0.00595
13	6.39695	12	0.8948	0.18957	0.0
14	6.18158	9	0.7216	0.18635	0.0
15	10.05756	9	0.3458	0.23770	0.0
16	17.36792	10	0.0666	0.31237	0.01370
17	9.52847	10	0.4828	0.23137	0.0
18	7.72036	9	0.5626	0.20826	0.01156
19	7.39308	10	0.6879	0.20380	0.00575
20	7.84879	9	0.5495	0.20999	0.00629
21	6.05209	9	0.7347	0.18439	0.00617
22	9.17852	8	0.3275	0.22708	0.01198
23	10.28428	7	0.1730	0.24037	0.0
24	13.37874	9	0.1462	0.27416	0.01183
25	12.10440	9	0.2075	0.26077	0.00645
26	10.36325	9	0.3219	0.24129	0.0
27	19.50688	12	0.0770	0.33104	0.02532
28	7.30470	9	0.6054	0.20258	0.0
29	16.83717	13	0.2069	0.30756	0.0
30	6.05239	8	0.6414	0.18440	0.01156

the result of chance and not related to the validation/non-validation partitioning.

### The Questionnaire

Thirty items concerned with decision-making areas were selected for inclusion in the questionnaire. These items were based on those used by the American Association of University Professors in its 1971 study, and those used by Armstrong in his 1975 survey ("Report of the Survey Subcommittee of Committee T," 1971, pp. 68-124).

The questionnaire was mailed to the participants along with a cover letter explaining the purpose of the study, and instructions for the completion of the instrument (see Appendices A, B, and C). A self-addressed, stamped envelope was enclosed, and participants were asked to return the questionnaire as soon as possible. Approximately two weeks after the first mailing, a reminder letter was sent to each person who had not yet responded (see Appendix D). Two weeks after the reminder letter was mailed, a second questionnaire, return envelope, and a letter urging them to complete the instrument were sent (see Appendix E).

Participants were asked to mark the group or groups currently participating in each of the thirty decision-making areas. Similarly, participants were asked to mark the group or groups that they would prefer to make the decisions in each of the areas. Five selections were available for both the current and preferred practice responses; trustees, administrators, faculty, students and shared decision-making. Participants could check from one to all four of the constituencies. The fifth choice, shared decision-making, was available for the convenience of the participants and was to be marked when they wanted all

four groups checked. Since participants could select various combinations of one to four constituencies, a total of 15 answers was possible.

The thirty items on the questionnaire dealt with six categories of decision-making: decisions pertaining to finance and plant, decisions pertaining to faculty, appointment of faculty and administrators, decisions pertaining to academic programs, decisions pertaining to governance, and decisions pertaining to students. For ease in comparison and discussion, responses were grouped into these categories.

A ten-digit identification number was assigned each participant and was placed in the upper right-hand corner of the questionnaire.

As previously mentioned, participants were stratified according to constituency. The numbers and percentages of those giving usable responses appear below (see Table 4).

Table 4  
Constituency Counts and Percentages Responding

Constituency	No. of Original Sample	No. with Usable Replies	Percent with Usable Replies
Trustees	79	44	56%
Administrators	74	53	72%
Faculty	77	48	62%
Students	50	33	66%
Total	280	178	64%

### Analysis

To test the first hypothesis, it was necessary to compute Chi-squares on the current practice responses for each of the thirty decision-making areas. Since the hypothesis stated that perceptions would differ with regard to each area, it was not possible to pool the responses for the thirty items. Cramer's V's and Symmetric Lambdas were also calculated to discover the particular strength of each Chi-square. Since there were four constituencies and fifteen possible response categories, the cross tabulation matrix was four by fifteen. On each of the thirty items, from one to nine of the response categories were not chosen and were, therefore, not printed by the computer. The unused response categories changed from item to item. Most of the cross tabulation matrices had thirty-six or forty cells with an N of about 170. When Chi-squares were computed for the hypothesis one data, twenty-three were found to be significant. However, the expected frequencies were smaller than desired in many cases. To improve the reliability of the Chi-squares and make data patterns more discernible, the response categories having less than about eight or nine percent were grouped into a category called "other." Since the answers for the thirty decision-making areas were necessarily treated independently, the regrouping of the data was performed on each individually with no distortion of the material. When Chi-squares were performed on the thirty sets of regrouped data, twenty-one were found to be significant. For purposes of this research, more conservative indices of significance yielded by the twenty-one Chi-squares performed on the regrouped data were used.

The second hypothesis was tested in the way used for hypothesis

one. The data analyzed were the preferred practice responses to the thirty decision-making areas.

To test hypothesis three, the number of times each constituency indicated it was involved in current governance decisions was tallied and compared to the number of times each group preferred to be included. Since thirty areas were considered for both current and preferred practice, the number could range from zero to thirty for both. Tallies for each participant were made and divided by thirty to obtain an average per question. These averages were in turn totaled and divided by the N of the appropriate group to obtain a group average for current and preferred. T-tests were performed on the results for each of the four groups.

One-way analysis of variance with its associated contrasts between groups was used to test the fourth hypothesis. Four sets of analyses were performed, one for each constituency. The number of times a constituency preferred participation by its own group was compared to the number of times it indicated each of the other three groups should participate. To test the hypothesis, the three T-tests for each constituency were examined.

The 0.05 confidence level for significance was used throughout this research.

## CHAPTER 4

### FINDINGS

#### Introduction

The purpose of this study was to identify areas of conflict and agreement between constituencies regarding the role each occupies and should occupy in campus governance. Four research questions were posed. Do students, faculty, administrators, and trustees agree on the areas of decision-making currently participated in by the various constituencies? Is there agreement among constituencies concerning the preferred areas of decision-making for each of the four groups? Is there a discrepancy between the constituencies' perceptions of their current role in decision-making and their preferred role? Are the constituencies in conflict over the preferred apportionment of decision-making on campus? In order to answer these questions, four hypotheses were constructed and tested.

#### Hypothesis One

The first hypothesis that was formulated to help answer the research questions stated that the perceptions of trustees, administrators, faculty, and students of four-year public institutions of higher education in Virginia would differ significantly regarding the areas of decision-making currently participated in by each of these constituencies. Tests were performed on each of the thirty decision-making areas. Twenty-one of the Chi-squares were significant at the 0.05 level or better.

### Decisions Pertaining to Finance and Plant

The first category of governance examined by the questionnaire dealt with matters pertaining to finance and plant. Of the five areas under this category, three yielded significant results when constituency perceptions were analyzed by Chi-square. Item one, short-range budgetary planning, had a Chi-square of 39.61200 with 12 df and was significant at the 0.001 level. The Cramer's V was 0.27, indicating that the Chi-square was strong. The Symmetric Lambda was 0.17 which showed that differences between constituencies were distinct, for when either the constituency or the answer was known, one would have a 17 percent improvement in their ability to predict the other. Results for item two, long-range budgetary planning, were similar, except that the percentage of improved predictability indicated by the Symmetric Lambda was 5 percent, which was still very good. The Chi-square of 36.76894 was significant at the 0.0000 level with 9 df. A Cramer's V of 0.38 showed that the Chi-square was strong. The last significant item was number four, which concerned the construction and renovation of both academic and non-academic buildings. The Chi-square of 40.36662 was significant at the 0.0001 level and had 12 df. This too was a strong Chi-square as indicated by the Cramer's V of 0.28. The degree of difference between constituencies was also supported by the improved predictability indicated by the Symmetric Lambda of 0.09. The two items which did not result in significant Chi-Squares were numbers three and five which concerned investment of the endowment and fund raising decisions (see Table 5).

Question 1: Short-range Budgetary Planning. One-third of the respondents indicated that trustees and administrators make the short-



Table 5

Chi-Squares, Cramer's V's, and Symmetric Lambdas for the Constituencies'  
Perceptions of Current Governance Practices

Question	Chi-Square	Degrees of Freedom	Significance	Cramer's V	Symmetric Lambda
1	39.61200	12	*0.0001	0.27390	0.17427
2	39.76894	9	*0.0000	0.27523	0.05505
3	11.21976	9	n.s.		
4	40.36662	12	*0.0001	0.27572	0.08511
5	11.90448	12	n.s.		
6	82.65646	12	*0.0000	0.39454	0.22222
7	84.20432	12	*0.0000	0.39822	0.23346
8	31.72470	9	*0.0002	0.24582	0.12609
9	19.44217	9	*0.0217	0.19189	0.06579
10	10.17662	9	n.s.		
11	35.19884	9	*0.0001	0.26042	0.11161
12	37.56921	15	*0.0010	0.26828	0.13492
13	18.18394	9	*0.0331	0.18664	0.04673
14	15.43405	12	n.s.		
15	23.02742	9	*0.0061	0.20825	0.07203
16	23.01776	0	*0.0062	0.20820	0.04490
17	35.26096	12	*0.0004	0.25769	0.09333
18	16.27316	12	n.s.		
19	16.67088	12	n.s.		
20	26.81566	12	*0.0082	0.22665	0.04977
21	6.75132	9	n.s.		
22	35.28548	12	*0.0004	0.25851	0.07724
23	60.64221	9	*0.0000	0.41215	0.14685
24	18.68240	15	n.s.		
25	37.44057	12	*0.0002	0.27756	0.09346
26	17.21809	9	*0.0454	0.18110	0.05217
27	20.39342	9	*0.0156	0.19766	0.09746
28	16.53159	12	n.s.		
29	27.07382	15	*0.0281	0.22973	0.09836
30	29.18187	15	*0.0152	0.25637	0.07656

\*p &lt; .05

range budgetary decisions. This view was held by slightly over one-half of the trustees, about two-fifths of the students, three-tenths of faculty, and about one-seventh of the administrators. Almost as many persons, 31.8 percent of the total, perceived administrators as making short-range budgetary decisions without participation by other groups. One-seventh of the students selected this response as did one-fifth of the trustees, one-third of the administrators, and half of the faculty. Fourteen percent of the total sample perceived that trustees, administrators and faculty shared decision-making in this area. However, more trustees (14.0%) and administrators (24.5%) believed this to be true than did faculty (6.3%) and students (9.4%) (see Table 6).

Question 2: Long-range Budgetary Planning. The second item on the questionnaire asked for perceptions of decision-making practice in the area of long-range budgetary planning. Here, as was the case with perceptions of short-range budgetary planning, the largest percentage of the sample, 45.1 percent, indicated that trustees and administrators made long-range budgetary decisions. Approximately one-half of the trustees, faculty and students held this perception, while about one-third of administrators did so. The second largest percentage of the total sample believed that administrators made long-range budgetary decisions without participation from other groups. About 28 percent of administrators and 45 percent of faculty expressed this perception, while only 6.3 percent of students and 4.7 percent of trustees agreed with this view. Trustees, administrators and faculty were perceived as sharing decisions in this area by 13.7 percent of the total sample. About one-fifth of the trustees and administrators held this perception,

Table 6  
Current Practice Response Percentages of the  
Total Sample by Constituency

Question	Trustee	Administrator	Faculty	Student	Percent of Total
1 Admin.	20.9	34.0	50.0	15.6	31.8
Tr. Adm.	53.5	15.1	29.2	40.6	33.0
Adm. Fa.	4.7	13.2	12.5	9.4	10.2
T-A-F	14.0	24.5	6.3	9.4	14.2
Other	7.0	13.2	2.1	25.0	10.8
2 Admin.	4.7	28.3	44.7	6.3	22.9
Tr. Adm.	51.2	35.8	46.8	50.0	45.1
T-A-F	20.9	20.8	2.1	9.4	13.7
Other	23.3	15.1	6.4	34.4	18.3
3 Tr.	25.0	19.1	30.4	37.5	27.3
Admin.	10.0	21.3	23.9	18.8	18.8
Tr. Adm.	50.0	55.3	41.3	37.5	46.7
Other	15.0	4.3	4.3	6.3	7.3
4 Adm.	11.4	24.5	27.1	25.0	22.0
Sh. D.	25.0	26.4	2.1	3.1	15.3
Tr. Adm.	27.3	28.3	52.1	43.8	37.3
T-A-F	29.5	11.3	16.7	6.3	16.4
Other	6.8	9.4	2.1	21.9	9.0
5 Tr.	7.1	3.8	13.3	15.6	9.4
Adm.	19.0	28.8	24.4	22.9	24.0
Sh. D.	19.0	23.1	8.9	12.5	16.4
Tr. Adm.	35.7	30.8	44.4	40.6	37.4
Other	9.0	13.5	8.9	9.4	12.9
6 Adm.	4.5	3.8	22.9	53.1	18.1
Tr. Adm.	9.1	1.9	0.0	25.0	7.3
Adm. Fa.	15.9	32.1	31.3	9.4	23.7
T-A-F	52.3	26.4	22.9	3.1	27.7
Other	18.2	35.8	22.9	9.4	23.2
7 Adm.	2.3	3.8	14.6	50.0	14.7
Tr. Adm.	11.4	1.9	10.4	34.4	12.4
Adm. Fa.	18.2	28.3	33.3	6.3	23.2
T-A-F	45.5	26.4	18.8	3.1	24.9
Other	22.7	39.6	22.9	6.3	24.9

Table 6 -- Continued

Question	Trustee	Administrator	Faculty	Student	Percent of Total
8 Adm.	18.6	26.9	52.1	18.8	30.3
Tr. Adm.	53.5	32.7	33.1	37.5	38.9
Adm. Fa.	7.0	23.1	6.3	6.3	11.4
Other	20.9	17.3	8.3	37.5	19.4
9 Adm.	30.2	39.6	37.5	59.4	40.3
Tr. Ad.	2.3	7.5	20.8	6.3	9.7
Ad. Fa.	46.5	34.0	32.3	28.1	35.2
Other	20.9	18.9	10.4	6.3	14.8
10 Adm.	36.4	28.3	27.7	43.8	33.0
Fac.	11.4	18.9	23.4	21.9	18.8
Ad. Fa.	50.0	49.1	38.3	28.1	42.6
Other	2.3	3.8	10.6	6.3	5.7
11 Tr.	51.2	28.3	26.7	62.5	39.9
Sh. D.	25.6	47.2	26.7	3.1	28.3
T-A-F	11.6	11.3	24.4	3.1	13.3
Other	11.6	13.2	22.2	31.3	18.5
12 Adm.	25.0	15.1	33.3	25.0	24.1
Sh. D.	6.8	32.1	11.1	3.1	14.9
Tr. Ad.	34.1	15.1	22.2	31.1	24.7
Ad. Fa.	9.1	17.0	11.1	6.3	11.5
T-A-F	18.2	9.4	15.6	6.3	12.6
Other	6.8	11.3	6.7	28.1	12.1
13 Adm.	45.5	38.5	58.7	46.9	47.1
Sh. D.	11.4	26.9	15.2	0.0	14.9
Tr. Ad.	22.7	15.4	15.2	34.4	20.7
Other	20.5	19.2	10.9	18.8	17.2
14 Adm.	13.6	17.0	34.0	31.3	23.3
Fa.	9.1	11.3	6.4	15.6	10.2
Adm. Fa.	47.7	35.8	38.3	40.6	40.3
T-A-F	9.1	13.2	12.8	3.1	10.2
Other	20.5	22.0	8.5	9.4	15.9
15 Adm.	18.2	11.3	12.5	40.6	18.6
Ad. Fa.	45.5	41.5	39.6	12.5	36.7
T-A-F	11.4	17.0	16.7	3.1	13.0
Other	25.0	30.2	31.3	43.8	31.6
16 Sh. D.	34.1	28.3	18.8	0.0	22.0
Adm. Fa.	9.1	18.9	20.8	34.4	19.8
T-A-F	34.1	26.4	25.0	18.8	26.6
Other	22.7	26.4	35.4	46.9	31.6

Table 6 -- Continued

Question	Trustee	Administrator	Faculty	Student	Percent of Total	
17	Sh. D.	20.5	11.3	10.4	0.0	11.3
	Tr. Adm.	15.9	5.7	6.3	34.4	13.6
	Ad. Fa.	6.8	17.0	22.9	18.8	16.4
	T-A-F	47.7	54.7	39.6	21.9	42.9
	Other	9.1	11.3	20.8	25.0	15.8
18	Fa.	20.5	22.6	25.0	3.1	19.2
	Sh. D.	11.4	11.3	10.4	0.0	9.0
	Ad. Fa.	43.2	39.6	41.7	65.6	45.8
	A-F-S	13.6	7.5	8.3	6.3	9.0
	Other	11.4	18.9	14.6	25.0	16.9
19	Adm.	13.6	13.2	23.4	21.9	17.6
	Tr. Ad.	25.0	11.3	19.1	34.4	21.0
	Ad. Fa.	29.5	32.1	27.7	12.5	26.7
	T-A-F	13.6	26.4	12.8	25.0	19.3
	Other	18.2	17.0	17.0	6.3	15.3
20	Adm.	7.0	1.9	10.9	31.3	10.9
	Fac.	18.6	20.8	19.6	3.1	16.7
	Ad. Fa.	41.9	41.5	50.0	34.4	42.5
	T-A-F	20.9	15.1	8.7	12.5	14.4
	Other	11.6	20.8	10.9	18.8	15.5
21	Adm.	9.3	11.8	8.3	12.9	10.4
	Fac.	30.2	27.5	39.6	35.5	32.9
	Ad. Fa.	39.5	41.2	45.8	32.3	40.5
	Other	20.9	19.6	6.3	19.4	16.2
22	Adm.	6.8	19.2	27.1	28.1	19.9
	Fa.	11.4	7.7	27.1	3.1	13.1
	Ad. Fa.	25.0	28.8	33.3	37.5	30.7
	A-F-S	34.1	26.9	10.4	9.4	21.0
	Other	22.7	17.3	2.1	21.9	15.3
23	Fac.	40.0	52.5	62.2	5.9	46.2
	Student	12.0	0.0	0.0	58.8	10.9
	Adm. Fa.	16.0	25.0	24.3	0.0	19.3
	Other	32.0	22.5	13.5	35.3	23.5
24	Adm.	6.8	9.6	15.6	18.8	12.1
	Student	15.9	7.7	11.1	12.5	11.6
	Sh. D.	18.2	19.2	22.2	3.1	16.8
	Ad. St.	6.8	17.3	17.8	21.9	15.6
	A-F-S	36.4	28.8	17.8	15.6	25.4
	Other	15.9	17.3	15.6	28.1	18.5

Table 6 -- Continued

Question	Trustee	Administrator	Faculty	Student	Percent of Total
25 Adm.	28.2	29.2	50.0	48.4	38.3
Sh. D.	20.5	8.3	13.6	0.0	11.1
Ad. St.	35.9	25.0	22.7	12.9	24.7
A-F-S	7.7	8.8	2.3	0.0	8.0
Other	7.7	18.8	11.4	38.7	17.9
26 Sh. D.	20.5	21.2	21.3	12.5	19.4
Fa. St.	0.0	19.2	19.1	18.8	14.3
A-F-S	52.3	38.5	36.2	25.0	38.9
Other	27.3	21.2	23.4	43.8	27.4
27 Student	9.3	7.7	27.7	12.5	14.4
Sh. D.	32.6	13.5	14.9	12.5	18.4
A-F-S	32.6	46.2	27.7	28.1	34.5
Other	25.6	32.7	29.8	46.9	32.8
28 Adm.	23.3	12.0	17.8	12.5	16.5
Sh. D.	14.0	16.0	8.9	3.1	11.2
Ad. St.	37.2	40.0	40.0	43.8	40.0
A-F-S	18.6	22.0	13.3	9.4	16.5
Other	7.0	10.0	20.0	31.3	15.9
29 Adm.	18.6	30.0	37.0	25.0	28.1
Sh. D.	25.6	12.0	10.9	3.1	13.5
Tr. Ad.	11.6	14.0	10.9	43.8	18.1
Ad. Fa.	11.6	8.0	10.9	6.3	9.4
T-A-F	11.6	12.0	8.7	6.3	9.9
Other	20.9	24.0	21.7	15.6	21.1
30 Student	30.3	25.0	22.2	4.5	22.3
Sh. D.	21.2	12.5	8.9	22.7	14.9
Ad. St.	12.1	12.5	6.7	9.1	10.1
Fa. St.	6.1	6.3	2.2	27.3	8.1
A-F-S	24.2	27.1	35.6	9.1	26.4
Other	6.1	16.7	24.4	27.3	18.2

while 9 percent of students did and only 2 percent of faculty agreed (see Table 6).

Question 4: Construction and Renovation of Academic and Non-academic Buildings. When responses regarding current perceptions of governance practice in the area of construction and renovation of both academic and non-academic buildings were compared, the largest portion of the total (37.3%) perceived that trustees and administrators made these decisions. This perception was shared by slightly over one-fourth of the trustees and administrators, two-fifths of the students, and half of the faculty. The response with the second largest portion of the total sample was administrator, which received 22.0 percent. This was the preferred response for about one-fourth of the students, faculty and administrators, but only a tenth of trustees selected this answer (see Table 6).

#### Decisions Pertaining to Faculty

Four of the five decision-making areas in the category of faculty affairs were observed to have significant Chi-squares, indicating that the constituencies' perceptions were distinctly different. Perceptions concerning the promotion of faculty, item six, were significantly different at the 0.0000 level. The Chi-square was 82.65646, and it had 12 df. This Chi-square was very strong as indicated by a Cramer's V of 0.39. In addition, the Symmetric Lambda indicated an improvement of 22 percent in predictability when either the constituency or the answer was known. Item seven on the questionnaire, granting of faculty tenure, had a Chi-square of 84.20432 with 12 df and was significant at the 0.000 level. This Chi-square was also quite strong, having a Cramer's V of 0.40. The Symmetric Lambda showed a 23 percent improvement in predic-

tability. Likewise, perceptions concerning the determination of faculty salaries were significantly different at the 0.0002 level. The Chi-square was 31.71470 with 9 df. The strength of this Chi-square was also good, for the Cramer's V was 0.25. The Symmetric Lambda of 0.13 indicated a very good improvement in predictability. Item nine, teaching load, had a Chi-square of 19.44217 with 9 df and was significant at the 0.0217 level. Its strength was sufficient as shown by the Cramer's V of 0.20. Knowing either the constituency or the answer improved one's ability to predict the other by a very good 7 percent as seen by a Symmetric Lambda of 0.07. The only decision-making area in the category of faculty affairs that did not yield significant differences among constituencies' perceptions of governance was item ten, the assignment of individual classes to faculty (see Table 5).

Question 6: Promotion of Faculty. Over 27 percent of the total sample said that trustees, administrators and faculty share decisions concerning promotion of faculty. Over half of the trustees answered in this fashion, and about one-fourth of administrators and faculty agreed. Only 3 percent of students held this perception. Almost one-fourth (23.6%) of the sample responded that administrators and faculty made faculty promotion decisions. About one-third of the administrators and faculty, one-seventh of the trustees, and one-tenth of the students answered in this way. Some sharp disagreement was seen on this question, for half of the students, and a fourth of the faculty thought administrators made faculty promotion decisions. In contrast, only about 4 percent of trustees and administrators believed this to be true.

Question 7: Granting of Faculty Tenure. Item seven on the questionnaire asked that participants indicate which group or groups



participated in faculty tenure decisions. About one-fourth of the participants felt that trustees, administrators and faculty participated in this area. About one-half of the trustees answered in this fashion, as did slightly over one-fourth of the administrators. However, only one-fifth of the faculty shared this perception, and only 3 percent of students agreed with this view. The response, administrator/faculty, received the second largest portion (23.2%) of the total. One-third of the faculty held this perception along with about 28 percent of the administrators, and slightly over one-sixth of the trustees as well as 6 percent of the students. The third most common response for the sample in general was administrator, which received 14.7 percent of the total. This perception was shared by less than 4 percent of trustees and administrators, 15 percent of faculty, and one-half of students (see Table 6).

Question 8: Determination of Faculty Salaries. Another area classed under the category of faculty affairs, the determination of faculty salaries, yielded significant results. Almost two-fifths of the sample perceived that trustees and administrators determined faculty salaries. Over one-half of trustees and about one-third of the other three groups thought this to be the case. As on previous questions, the response, administrator, got a sizeable portion of the total--30.3 percent. One-half of the faculty expressed this perception along with a fourth of the administrators and a fifth of the trustees and students. Disagreement was also easily discernible in regard to the response of administrator/faculty. Roughly 7 percent of trustees, faculty, and students marked this response, while a portion of administrators over three times as large, 23.1 percent, selected this response.

Question 9: Teaching Load. The constituencies did not agree upon the groups which determine details related to a professor's teaching load. Two-fifths of the total sample marked the response administrator, and one-third answered administrator/faculty. Almost three-fifths of students responded administrator, while about two-fifths of administrators and faculty shared this perception. About 30 percent of trustees shared this view (see Table 6).

Decisions Pertaining to Appointment of Faculty and Administrators

As in the previous governance category, perceptions of participants differed significantly on four of the five items regarding current governance practices. Constituencies did not agree upon the groups which currently make decisions in the area of selection of the president, which was item eleven. The Chi-square for this question was 35.19884 which was significant at the 0.0001 level and had 9 df. A Cramer's V of 0.26 indicated that this Chi-square was rather strong, and the Symmetric Lambda indicated improved predictive ability of 11 percent, which is also quite good. When perceptions were compared on the question of which groups currently select academic deans (item twelve), a significant difference of 0.0010 was observed for the Chi-square of 37.56921 which had 15 df. A 0.27 Cramer's V substantiated the strength of the differences as did the Symmetric Lambda of 0.13. Perceptions concerning the selection of the heads of student services programs also differed significantly. The Chi-square was 18.18394 which was significant at the 0.0331 level with 9 df. The strength of this Chi-square was not as great as most others, for the Cramer's V was 0.19, one point below the preferred level. However, the Symmetric Lambda showed a very good improvement in predictive ability of 5 percent.

Item fifteen, selection of new faculty, also was found to have significant results. The Chi-square of 23.02742 was significant at the 0.0061 level with 9 df. This Chi-square was sufficiently strong, having a Cramer's V of 0.21. The Lambda of 0.07 again indicated substantial improvement in predictive ability (see Table 5).

The only item of this category that did not show significant differences between constituency perceptions was number fourteen which dealt with the selection of departmental chairpersons (see Table 5).

Question 11: Selection of President. The largest part of the total sample (39.3%) felt that trustees select the president. Over three-fifths of the students held this perception as did half of the trustees. Some difference of opinion was seen by the fact that only one-fourth of the faculty and administrators agreed with this perception. An even sharper difference of opinion was seen when the results for the response, shared decision-making, were examined. Over one-fourth (28.3%) of the sample believed that all four groups shared this decision. This portion was true for trustees and faculty as groups, but almost one-half of administrators marked the shared response, while only 3.1 percent of students did so (see Table 6).

Question 12: Selection of Academic Deans. With regard to the selection of academic deans, the response, trustee/administrator, received the largest percentage of the total sample with 24.7 percent. Roughly a third of trustees and students marked this answer, while only a fifth of the faculty and a seventh of the administrators responded in this way. The second largest portion of the total (24.1%) indicated that administrators made these decisions. The breakdown here was faculty, 31.3 percent; trustee, 25.0 percent; students, 25.0 percent;

and administrators, 15.1 percent. Shared decision-making was the response chosen by almost 15 percent of the sample. However, administrators had by far the largest percentage with 32.1 percent of this group answering this way. Fewer than 10 percent of trustees and faculty marked shared, and only 3.1 percent of students did so (see Table 6).

Question 13: Selection of Heads of Student Services Programs.

Almost half of the entire sample perceived that administrators select heads of student services, while a fifth said trustees and administrators both participated, and one-seventh said all four groups participated. Roughly 11 percent of the trustees, 15 percent of the faculty, and 26 percent of the administrators said that students share these decisions with the other three groups. However, none of the students held this perception (see Table 6).

Question 15: Selection of New Faculty. Over one-third of the sample perceived decisions in this area as being made by administrators and faculty, 18.6 percent believed that administrators made these decisions, and 13.0 percent said trustees, administrators and faculty all participated. About two-fifths of trustees, administrators and faculty said that administrators and faculty selected new teaching staff, while two-fifths of students said administrators alone made these decisions. About 17 percent of administrators and faculty said that trustees participated in this choice. Only 11 percent of trustees felt that their constituency shared in selection of faculty, and an even smaller percentage of students, 3.1 percent, perceived that trustees participated in this area (see Table 6).

Decisions Pertaining to the Academic Programs

Three of the five areas under the category of academic programs

had significant Chi-squares, numbers sixteen, seventeen, and twenty. The two areas of decisions that did not show significant differences between perceptions of constituencies were determination of courses within various curricula and determination of institutional admission requirements (see Table 5).

Item sixteen, establishment of new educational programs and curricula, yielded a Chi-square of 23.01776 with 9 df and a significance level of 0.0062. The strength of the Chi-square was sufficient as shown by a Cramer's V of 0.21. A very good (9%) improvement in predictive ability was indicated by the Symmetric Lambda. Thus differences between perceptions of the constituencies were distinct. Agreement was also lacking among constituencies' perceptions of which groups currently make decisions pertaining to the types and levels of degrees offered by their institutions. The Chi-square for this item (number seventeen) was 35.26096 with 12 df and a 0.0004 significance level. The strength of the difference was high as seen in the Cramer's V of 0.26 and the Symmetric Lambda of 0.09. The last significant item under the category of academic programs was number twenty, which dealt with credit and distribution requirements. Perceptions were significantly different at the 0.0082 level for the Chi-square of 26.81566. The differences were strong as seen in the Cramer's V of 0.23, and a Symmetric Lambda of 0.05 (see Table 5).

Question 16: Establishment of New Educational Programs and Curricula. Although the responses for this item were significantly different, a smaller percentage of the whole group concentrated their answers in the major response classifications. As a result, 31.6 percent were scattered in small clusters throughout responses that were grouped into

the "other" classification. Trustee/administrator/faculty participation received the largest portion of the sample (26.6%). This segment was composed of a third of the trustees, a fourth of the administrators and faculty, and a fifth of the students. From one-fifth to one-third of the faculty, administrators and trustees believed that students shared decisions in this area with the other three groups. However, none of the students marked the response shared for this question. Likewise, a third of the trustees perceived trustees as sharing new program decisions with administrators and faculty, while only a fourth of these two groups held that perception (see Table 6).

Question 17: Types and Levels of Degrees Offered. The second item in this category to show substantial disagreement among constituencies' responses was number seventeen. Over two fifths of the respondents perceived that trustees, administrators and faculty made these decisions. Approximately half of the trustees and administrators answered in this way, while two-fifths of the faculty and one-fifth of the students agreed. The largest percentage of students, one-third, perceived that trustees and administrators made these decisions, while only 6 percent of faculty and administrators agreed. By contrast, a tenth of faculty and administrators, and a fifth of trustees perceived that all four groups shared these decisions. None of the students agreed with this assessment (see Table 6).

Question 20: Credit and Course Distribution Requirements for Graduation. The final question in this category that was significant was item twenty. Over two fifths of the sample said that administrators and faculty make these decisions. About 16 percent said the faculty decided, and 14.0 percent said trustees, administrators and faculty all

three participated. The largest segment of the trustee sample (41.9%) said that administrators and faculty made these decisions. Similarly, substantial numbers of administrators (41.5%) and faculty (50.0%) agreed with this perception; but the percentage of students answering this way dropped to 34.4 percent. By far a larger percentage of students (31.3%) than trustees (7.0%), administrators (1.9%), or faculty (10.9%) perceived that administrators made these decisions (see Table 6).

#### Decisions Pertaining to Governance

The fifth category of decisions concerned governance per se. Two of the three items in this category indicated that constituencies held different perceptions of current decisions. Item twenty-two, selection of membership in campus-wide committees, and item twenty-three, determination of membership in college or university senates, were significant at the 0.05 level or better. The only question which did not reveal significant differences of perceptions was number twenty-one, selection of membership in departmental committees (see Table 5).

Perceptions concerning the selection of membership in campus-wide committees differed significantly at the 0.0004 level. The Chi-square was 35.28548 with 12 df. The strength of this Chi-square was questionable, for the Cramer's V was 0.16. However, knowing either the constituency or the answer improved one's ability to predict the other by 8 percent according to the Symmetric Lambda. So, the results seemed sufficiently different (see Table 5).

Perceptions of which groups determine membership in the college or university senate differed very strongly. The Chi-square of 60.64221 was significant at the 0.0000 level with 9 df. The Cramer's V of 0.41

indicated that the differences were very strong. Supporting this strength was a very good percentage of improvement in predictive ability as indicated by a Symmetric Lambda of 0.15 (see Table 5).

Question 22: Selection of Membership in Campus-wide Committees.

The largest portion of trustees (34.1%) said that administrators, faculty and students determine the membership of campus-wide committees. One-fourth of administrators agreed with this perception, while only one-tenth of faculty and students agreed. The largest segment of administrators (28.8%) perceived that administrators and faculty determined this membership. One-fourth of trustees, a third of faculty and more than a third of students held this perception. Over a fourth of faculty believed that faculty determined this membership, while only 11.4 percent of trustees, 7.7 percent of administrators, and 3.1 percent of students marked the same response (see Table 6).

Question 23: Determination of Membership in the College or

University Senate. Almost half (46.2%) of the total sample said that faculty determine senate membership. Two-fifths of trustees, one-half of administrators, and almost two-thirds of faculty perceived faculty as making these determinations. Students disagreed with this perception, for only 5.9 percent marked this response (see Table 6).

Decisions Pertaining to Students

The sixth category of decisions pertained to students, and the results of five of the seven questions were found to have significant differences. The two items that showed no significant differences were number twenty-four, student publications, and number twenty-eight, non-academic discipline (see Table 5).

Significant differences were obtained, however, for perceptions



concerning who makes decisions relating to residence hall living (number twenty-five). The Chi-square for this item was 37.44057. It was significant at the 0.0002 level and had 12 df. The strength of this Chi-square was substantial according to the Cramer's V of 0.28. Predictive ability was improved by 9 percent as shown by the Symmetric Lambda (see Table 5).

Question twenty-six asked for perceptions of who currently makes decisions about which speakers and lecturers to invite to campus. The significance level of 0.0454 was obtained for the Chi-square of 17.21809 with 9 df. Cramer's V indicated that the strength of the Chi-square was not as great as was desired, for the V was two points below the preferred level of 0.20. However, the Symmetric Lambda indicated that predictive ability was improved by 5 percent when either the constituency or the answer was known. This would tend to indicate that the differences were substantial enough to rely upon (see Table 5).

Agreement seemed lacking among constituencies' perception of who makes decisions about academic discipline. A significance level of 0.0156 was obtained for the Chi-square of 20.39342 with 9 df. The strength of this Chi-square was sufficient as seen by the Cramer's V of 0.20. A very good improvement in predictive ability when either constituency or answer was obtained was shown by the Symmetric Lambda of 0.10 (see Table 5).

A 10-percent improvement in predictive ability was also indicated by the Lambda for item twenty-nine, decisions pertaining to athletics. The Chi-square of 27.07382 was significant at the 0.0281 level with 15 df. The differences were strong as indicated by the Cramer's V of 0.23.

The final item that was tested under hypothesis one was number

thirty on the questionnaire which dealt with selection of student representatives to departmental, senate, or campus-wide committees. Constituencies' perceptions differed at the 0.0152 level. The Chi-square was 29.18187 with 15 df. According to the Cramer's V 0.26, the strength of the differences was good. This finding was supported by a Symmetric Lambda of 0.08 (see Table 5).

Question 25: Residence Hall Living. Question twenty-five asked for perceptions about residence hall living. The largest segment of both faculty (50.0%) and students (48.4%) held that administrators alone made decisions pertaining to this area. Twenty-nine percent of administrators agreed with this view, but another 25.0 percent of administrators said students share these decisions with administrators. Over one-third of trustees perceived that administrators and students shared these decisions, while the faculty percentage dropped to 22.7 percent, and the student portion was only 12.9 percent. A sixth of the administrators indicated that faculty as well as administrators and students participated in residence hall living decisions, but only 8 percent of trustees, 2 percent of faculty, and 0.0 percent of students agreed (see Table 6).

Question 26: Speakers and Lecturers to be Invited to Campus. With regard to inviting speakers and lecturers to campus, almost two-fifths of the sample said that administrators, faculty, and students all participate in their selection. Half of the trustees and over one-third of administrators and faculty agreed with this view, while only a fourth of students perceived current practice in this way. Absolutely none of the trustees marked the response, faculty/student, while one-fifth of the other three groups chose this answer. The response,

shared, was marked by about one-fifth of all groups except students who allocated it one-eighth of their support (see Table 6).

Question 27: Academic Discipline. Results pertaining to academic discipline also differed significantly. A third of the answers fell to the response, administrator/faculty/student. The largest group percentage for this response was that of administrators with 46.2 percent selecting this answer. A third of trustees, and a little over a fourth of faculty and students concurred. Another third of trustees (32.6%) selected the answer shared decision-making, but they were the only constituency that voted so heavily for this response. The other three percentages fell at about 13 percent (see Table 6).

Question 29: Athletics. Perceptions of decisions pertaining to athletics were more widely scattered than most of the other results. Twenty-eight percent of the total sample marked administrator, 21.1 percent were classed as other, 18.1 percent marked trustee/administrator, 13.5 percent marked shared, 9.9 percent marked trustee/administrator/faculty, and 9.4 percent chose administrator/faculty. A fourth of trustees perceived that decisions pertaining to athletics were shared by all four groups. About one-eleventh of administrators and faculty had the same perception, but only 3.1 percent of students agreed with this view. The largest portion of faculty (37.0%) and of administrators (30.0%) perceived that administrators made athletic decisions, while the largest part of students (43.8%) indicated that trustees and administrators share these decisions (see Table 6).

Question 30: Selection of Student Representatives to Departmental, Campus-wide or Senate Committees. Perceptions also clashed with regard to which groups select student representatives to various

committees. The response with the largest percentage of answers was administrator/faculty/student. However, only 9.1 percent of students chose this answer, while 35.6 percent of faculty did so. Only 4.5 percent of students marked the response, student; approximately a fourth of the other three constituencies selected this answer.

### Summary

When the results for the thirty separate items that concerned hypothesis one were tested, twenty-one of the analyses yielded significant differences between perceptions of constituencies. These twenty-one Chi-squares were significant at the 0.05 level or better; and Cramer's V's and Symmetric Lambdas confirmed the strength of the differences between groups. Therefore, the hypothesis was confirmed in over two-thirds of the tests and rejected in one-third of the cases. Constituencies' perceptions of which groups currently make decisions on campus differed in relation to the decision-making area under question. Constituencies do not perceive that the same groups participate in all areas of decision-making. Rather, the participating groups were seen to shift with the area under examination.

### Hypothesis Two

The second hypothesis stated that the responses of the four constituencies would differ significantly regarding the areas of decision-making preferred for each group. Participants' responses were compared on each of the thirty decision-making areas listed on the questionnaire. Seventeen of the thirty Chi-squares required to test this hypothesis were significant at the 0.05 level or better.

### Decisions Pertaining to Finance and Plant

Constituencies preferred significantly different governance groups

in three of the five decision-making areas that were categorized under the heading of finance and plant. Items two and three, long-range budgetary planning, and investment of the endowment and other private funds, did not show statistical differences among the responses of the constituencies. However, preferences did differ significantly with regard to short-range budgetary planning, construction and renovation of academic and non-academic buildings, and fund raising (see Table 7).

With regard to short-range budgetary planning, preferred practice responses differed at the 0.0000 level of significance for the Chi-square of 66.53024 with 15 df. A Cramer's V of 0.36 indicated that this Chi-square was very strong, and the Symmetric Lambda of 0.18 very highly supports this indication, for an 18 percent improvement in predictive ability is excellent.

The findings for item four, construction and renovation of academic and non-academic buildings were also very statistically significant. The Chi-square was 34.46988 which was significant at the 0.0006 level with 12 df. The Cramer's V of 0.26 indicated that the Chi-square was strong, and the Symmetric Lambda indicated that knowing either the constituency or the answer would increase the likelihood of correctly predicting the other by 12 percent. This is a substantial increase.

The final significant item under the category of finance and plant was number five, fund-raising. The Chi-square of 29.27374 was significant at the 0.0036 level with 12 df. The Cramer's V of 0.24 supported the strength of the difference. Predictive ability was increased by 11 percent according to the Symmetric Lambda. All of these statistical findings support the interpretation that the constituencies' preferences were distinctly different regarding these three governance areas (see Table 7).

Table 7  
 Chi-Squares, Cramer's V's, and Symmetric Lambdas for the  
 Constituencies' Preferred Governance Practices

Question	Chi-Square	Degrees of Freedom	Significance	Cramer's V	Symmetric Lambda
1	66.53024	15	*0.0000	0.35804	0.18282
2	14.33211	9	n.s.		
3	15.52780	12	n.s.		
4	34.46988	12	*0.0006	0.25998	0.11556
5	29.27374	12	*0.0036	0.24100	0.10762
6	43.17081	12	*0.0000	0.29094	0.13169
7	37.08569	12	*0.0002	0.26887	0.09717
8	28.63385	15	*0.0179	0.23626	0.08678
9	9.45638	9	n.s.		
10	22.12592	9	*0.0085	0.20768	0.05263
11	57.72577	9	*0.0000	0.33843	0.17241
12	25.40451	12	*0.0130	0.22385	0.09746
13	39.18643	12	*0.0001	0.27801	0.15768
14	4.37340	6	n.s.		
15	7.23906	12	n.s.		
16	29.70984	12	*0.0031	0.23995	0.05909
17	18.44400	9	*0.0304	0.18961	0.07522
18	28.65363	12	*0.0044	0.23634	0.11789
19	17.50067	12	n.s.		
20	22.30783	15	n.s.		
21	21.12332	12	*0.0486	0.20472	0.06926
22	36.94603	12	*0.0002	0.26995	0.11814
23	77.90741	12	*0.0000	0.47315	0.26429
24	17.13052	12	n.s.		
25	10.40167	9	n.s.		
26	16.48158	9	n.s.		
27	8.44067	9	n.s.		
28	27.19910	15	*0.0272	0.23512	0.06604
29	8.43657	9	n.s.		
30	16.04749	12	n.s.		

\*p &lt; .05

Question 1: Short-range Budgetary Planning. The largest segment of the total sample (23.1%) preferred that trustees, administrators, and faculty share short-range budgetary planning decisions. This group represented about a fourth of the administrators and faculty, a fifth of the students, and a seventh of the trustees. A much larger portion of the trustees (53.7%) preferred to exclude faculty and leave short-range budgetary planning to the boards and administrators. About 17 percent of trustees preferred to leave such decisions to administrators only. About one-fourth of administrators and faculty agreed with this view, while only 3 percent of students did so. The largest segment of students (33.3%) preferred that all four groups share these decisions. One-fourth of administrators, and a sixth of trustees marked the shared response, but only one-twelfth of faculty chose four-group sharing (see Table 8).

Question 4: Construction and Renovation. In the area of construction and renovation, a plurality of the sample (37.6%) indicated that all four groups should participate. The largest portion of trustees (39.0%), administrators (43.1%), and students (51.5%) preferred four-group sharing. However, only 20.0 percent of faculty chose this response, and twice as many faculty (40.0%) preferred for students to be excluded from the decision-making. A substantial number of trustees (31.7%) preferred to limit these decisions to trustees and administrators, and from 15 to 20 percent of the other groups agreed with them (see Table 8).

Question 5: Fund-raising. Again, the largest block of the sample (36.9%) chose shared decision-making, and the largest portion of trustees (40.0%), administrators (47.9%), and students (39.4%) answered

Table 8  
Preferred Practice Response Percentages of the  
Total Sample and by Constituency

Question	Trustee	Administrator	Faculty	Student	Percent of Total
1 Adm.	17.1	24.5	23.9	3.0	18.5
Sh. D.	7.3	24.5	8.7	33.3	17.9
Tr. Adm.	53.7	5.7	10.9	9.1	19.1
Ad. Fa.	2.4	13.2	26.1	18.2	15.0
T-A-F	14.6	26.4	28.3	21.2	23.1
Other	4.9	5.7	2.2	15.2	6.4
2 Sh. D.	14.6	34.6	15.6	34.4	24.7
Tr. Ad.	43.9	23.1	24.4	21.9	28.2
T-A-F	19.5	23.1	26.7	25.0	23.5
Other	22.0	19.2	33.3	18.8	23.5
3 Tr.	21.6	21.3	31.1	30.3	25.9
Ad.	2.7	14.9	11.1	9.1	9.9
Sh. D.	16.2	8.5	11.1	15.2	12.3
Tr. Ad.	56.8	48.9	35.6	27.3	42.0
Other	2.7	6.4	11.1	18.2	9.3
4 Ad.	4.9	9.8	13.3	12.1	10.0
Sh. D.	39.0	43.1	20.0	51.5	37.6
Tr. Ad.	31.7	15.7	20.0	15.2	20.0
T-A-F	19.5	13.7	40.0	0.0	19.4
Other	4.9	17.6	6.7	21.2	12.4
5 Ad.	2.5	7.8	11.4	15.2	8.9
Sh. D.	40.0	47.1	20.5	39.4	36.9
Tr. Ad.	32.5	29.4	43.2	24.2	32.7
T-A-F	17.5	11.8	2.3	0.0	8.3
Other	7.5	3.9	22.7	21.2	13.1
6 Sh. D.	19.5	23.5	15.6	30.3	21.8
Ad. Fa.	14.6	33.3	37.8	18.2	27.1
T-A-F	46.3	11.8	20.0	0.0	20.0
A-F-S	0.0	13.7	8.9	27.3	11.8
Other	19.5	17.0	17.8	24.2	19.4
7 Sh. D.	12.2	17.6	23.9	24.2	19.3
Ad. Fa.	12.2	25.5	28.3	12.1	20.5
T-A-F	43.9	23.5	17.4	0.0	22.2
A-F-S	2.4	15.7	6.5	27.3	12.3
Other	29.3	17.6	23.9	36.4	25.7



Table 8 -- Continued

Question	Trustee	Administrator	Faculty	Student	Percent of Total
8 Ad.	14.3	22.0	28.3	15.2	20.5
Sh. D.	9.5	8.0	15.2	18.2	12.3
Tr. Ad.	47.6	30.0	17.4	21.2	29.2
Ad. Fa.	0.0	24.0	17.4	9.1	13.5
T-A-F	21.4	14.0	17.4	24.2	18.7
Other	7.1	2.0	4.3	12.1	5.8
9 Ad.	31.0	17.6	11.1	21.2	19.9
Ad. Fa.	40.5	47.1	55.6	45.5	47.4
T-A-F	14.3	11.8	6.7	6.1	9.9
Other	14.3	23.5	26.7	27.3	22.8
10 Ad.	33.3	23.5	11.1	6.1	19.3
Fa.	11.9	15.7	26.7	24.2	19.3
Ad. Fa.	45.2	51.0	53.3	39.4	48.0
Other	9.5	9.8	8.9	30.3	13.5
11 Tr.	52.5	5.8	4.7	15.2	18.5
Sh. D.	35.0	67.3	53.5	27.3	48.2
T-A-F	7.5	15.4	20.9	21.2	16.1
Other	5.0	11.5	20.9	36.4	17.3
12 Sh. D.	12.5	46.2	29.5	24.2	29.6
Tr. Ad.	25.0	11.5	2.3	9.1	11.8
Ad. Fa.	12.5	17.3	20.5	15.2	16.6
T-A-F	20.0	9.6	22.7	18.2	17.2
Other	30.0	15.4	25.0	33.3	24.9
13 Ad.	39.0	14.0	35.6	15.2	26.0
Sh. D.	17.1	44.0	28.9	15.2	27.8
Tr. Ad.	22.0	4.0	4.4	12.1	10.1
A-F-S	4.9	18.0	2.2	21.2	11.2
Other	17.1	20.0	28.9	36.4	24.9
14 Ad. Fa.	52.9	68.0	70.8	68.8	63.6
T-A-F	17.6	20.0	12.5	18.8	17.2
Other	29.4	12.0	16.7	12.5	19.2
15 Sh. D.	12.2	15.7	14.9	18.2	15.1
Ad. Fa.	41.5	39.2	29.8	36.4	36.6
T-A-F	12.2	15.7	10.6	15.2	13.4
A-F-S	4.9	13.7	12.8	19.1	10.5
Other	29.3	15.7	31.9	21.2	24.4

Table 8 -- Continued

Question	Trustee	Administrator	Faculty	Student	Percent of Total	
16	Sh. D.	47.5	46.2	29.8	45.5	41.9
	Ad. F.	10.0	15.4	21.3	13.4	13.4
	T-A-F	30.0	19.2	19.1	18.6	18.6
	A-F-S	5.0	13.5	8.5	12.8	12.8
	Other	7.5	5.8	21.3	13.4	13.4
17	Sh. D.	27.5	32.7	23.4	43.8	31.0
	Ad. Fa.	5.0	13.5	17.0	12.5	12.3
	T-A-F	50.0	44.2	36.2	12.5	37.4
	Other	17.5	9.6	23.4	31.3	19.3
18	Fa.	22.5	15.7	31.9	6.1	19.9
	Sh. D.	15.0	17.6	14.9	24.2	17.5
	Ad. Fa.	37.5	29.4	27.7	6.1	26.3
	A-F-S	17.5	19.6	17.0	48.5	24.0
	Other	7.5	17.6	8.5	15.2	12.3
19	Sh. D.	25.0	27.5	22.2	15.2	23.1
	Tr. Ad.	22.5	5.9	2.2	12.1	10.1
	Ad. F.	20.0	29.4	31.1	21.2	26.0
	T-A-F	22.5	23.5	20.0	24.2	22.5
	Other	10.0	13.7	24.4	27.3	18.3
20	Fa.	14.6	17.3	23.9	6.1	16.3
	Sh. D.	9.8	19.2	19.6	12.1	15.7
	Ad. F.	36.6	36.5	34.8	27.3	34.3
	T-A-F	19.5	11.5	8.7	9.1	12.2
	A-F-S	12.2	15.8	8.7	30.3	12.8
	Other	7.3	9.6	4.3	15.2	8.7
21	Fa.	32.5	28.6	42.6	28.1	33.3
	Sh. D.	12.5	18.4	6.4	3.1	10.7
	Ad. F.	32.5	30.6	36.2	28.1	32.1
	A-F-S	7.5	18.4	6.4	12.5	11.3
	Other	15.0	4.1	8.5	28.1	12.5
22	Fa.	5.1	8.0	29.8	0.0	11.8
	Sh. D.	20.5	20.0	4.3	9.1	13.6
	Ad. Fa.	23.1	30.0	38.3	27.3	30.2
	A-F-S	35.9	34.0	12.8	39.4	29.6
	Other	15.4	8.0	14.9	24.2	14.8
23	Fa.	36.4	42.5	74.3	5.3	44.8
	Sh. D.	22.7	20.0	2.9	10.5	13.8
	Ad. F.	13.6	17.5	14.3	0.0	12.9
	A-F-S	9.1	17.5	8.6	5.3	11.2
	Other	18.2	2.5	0.0	78.9	17.2

Table 8 -- Continued

Question	Trustee	Administrator	Faculty	Student	Percent of Total	
24	St.	2.5	6.0	22.7	27.3	13.8
	Sh. D.	35.0	32.0	25.0	24.2	29.3
	Ad. St.	15.0	20.0	13.6	18.2	16.8
	A-F-S	32.5	28.0	22.7	24.2	26.9
	Other	15.0	14.0	15.9	6.1	13.2
25	Ad.	28.6	17.4	20.9	12.5	19.9
	Sh. D.	22.9	21.7	23.3	15.6	21.2
	Ad. St.	31.4	32.6	46.5	53.1	40.4
	Other	17.1	28.3	9.3	18.8	18.6
26	Sh. D.	33.3	30.0	31.1	15.2	28.1
	Fa. St.	0.0	20.0	24.4	30.3	18.6
	A-F-S	51.3	40.0	35.6	36.4	40.7
	Other	15.4	10.0	8.9	18.2	12.6
27	St.	10.3	8.0	23.9	15.2	14.3
	Sh. D.	35.9	24.0	21.7	27.3	26.8
	A-F-S	33.3	44.0	30.4	39.4	36.9
	Other	20.5	24.0	23.9	18.2	22.0
28	Ad.	23.1	6.4	8.9	3.0	10.4
	St.	7.7	2.1	17.8	21.2	11.6
	Sh. D.	17.9	23.4	11.1	15.2	17.1
	Ad. St.	30.8	42.6	42.2	54.5	42.1
	A-F-S	17.9	21.3	13.3	3.0	14.6
	Other	2.6	4.3	6.7	3.0	4.3
29	Ad.	15.0	8.3	8.9	3.0	9.0
	Sh. D.	32.5	31.3	37.8	27.3	32.5
	A-F-S	10.0	27.1	17.8	21.2	19.3
	Other	42.5	33.3	35.6	48.5	39.2
30	St.	25.7	25.0	31.7	17.9	25.7
	Sh. D.	25.7	20.8	12.2	28.6	21.1
	Fa. St.	11.4	6.3	4.9	25.0	10.5
	A-F-S	20.0	33.3	39.0	21.4	29.6
	Other	17.1	14.6	12.2	7.1	13.2

this way. The biggest single faculty response category was trustee/administrator, which received 43.2 percent. While none of the students and only 2.3 percent of the faculty preferred to limit participation to trustees, administrators, and faculty, 17.5 percent and 11.8 percent of trustees and administrators, respectively, preferred this configuration (see Table 8).

#### Decisions Pertaining to Faculty

Preferred practice responses differed on more items in this category than in any other category. Four of the five yielded significant differences among constituencies' responses. Item nine on the questionnaire, teaching load, was the only question that did not result in statistically significant differences (see Table 7).

The question of which groups constituencies prefer to make decisions concerning the promotion of faculty resulted in differences that were significant at the 0.0000 level. The Chi-square was 43.17081 with 12 df. The Cramer's V of 0.29 showed that the differences were strong. The Symmetric Lambda also supported this conclusion, for it indicated a 13 percent improved predictive ability when either the constituency or answer was known (see Table 7).

Preferences regarding which groups should be concerned with the granting of faculty tenure differed significantly at the 0.0002 level. The Chi-square for number seven was 37.08569 with 12 df. Cramer's V indicated that the Chi-square was substantially strong. The V was 0.27. The Symmetric Lambda again indicated that the differences were substantial, for predictability was improved by 10 percent (see Table 7).

Item eight, determination of faculty salaries, also had a significant Chi-square. It was 28.63385 with 15 df and was significant at

the 0.0179 level. A Cramer's V of 0.24 and a Symmetric Lambda of 0.09 substantiate the strength of the differences (see Table 7).

Finally, item ten, assignment of individual classes, yielded a Chi-square of 22.12592 with 9 df which was significant at the 0.0085 level. Although the differences were not as sharp on this item, the strength of the Chi-square was sufficient as shown by a Cramer's V of 0.21 and a Symmetric Lambda of 0.05 (see Table 7).

Question 6: Promotion of Faculty. With regard to the promotion of faculty, the greatest number of responses (27.1%) went to the answer, administrator/faculty. This was the most popular response for the administrative and faculty groups, each awarding it about one-third of their number. However, less than a sixth of students and trustees chose this response. Trustees favored including themselves in the decisions, for well over two-fifths of their responses went to the trustee/administrator/faculty option. None of the students selected the trustee/administrator/faculty response, but 27.3 percent of them selected the administrator/faculty/student option. However, the largest number of student responses (30.3%) were allocated to shared decision-making (see Table 8).

Question 7: Granting of Faculty Tenure. When preferences about the granting of tenure were examined, it was found that the largest part of the sample (22.2%) selected the trustee/administrator/faculty response. This was by far the most popular answer that trustees gave (43.9%), and one-fifth of the administrators and one-sixth of the faculty concurred with this preference. However, none of the students selected this response. The largest percentage of the student sample chose the reply, administrator/faculty/student (27.3%). Administrators

and faculty, on the other hand, gave a plurality of their support to the response administrator/faculty (see Table 8).

Question 8: Determination of Faculty Salaries. Where the determination of faculty salaries was concerned, the most popular response among trustees and administrators was trustee/administrator which received 47.6 percent of the trustee answers and 30.0 percent of the administrators'. Faculty, on the other hand, gave a plurality of their selections (28.3%) to the response of administrator. The rest of the faculty preferences were distributed almost evenly among the responses shared, trustee/administrator, administrator/faculty, and trustee/administrator/faculty. Students did not show an overwhelming preference for any response, for four of them received from nine to twenty-one percent of the student vote. However, the student plurality of 24.2 percent went to the response trustee/administrator/faculty (see Table 8).

Question 10: Assignment of Faculty to Individual Classes. A larger percentage of the total sample (48.0%) preferred for administrators and faculty to participate in the assignment of classes. Each of the constituencies gave a plurality of their responses to this preference: trustees and students, two-fifths; and administrators and faculty, one-half. The second most popular response among trustees and administrators was administrator. The response favored second by faculty and students was faculty (see Table 8).

#### Decisions Pertaining to Appointment of Faculty and Administrators

Three of the five areas dealing with appointment of faculty and administrators were found to have statistically significant differences when results were analyzed. These were items eleven, twelve, and

thirteen. Responses did not differ significantly on item fourteen, selection of departmental chairpersons, or on number fifteen, selection of new faculty (see Table 7).

The Chi-square for item eleven, selection of the president, was 57.72577 with 9 df and was significant at the 0.0000 level. A high Cramer's V of 0.34 indicated that the differences were quite strong. This was substantiated by the Symmetric Lambda of 0.17 (see Table 7).

Preferences regarding who should select academic deans also differed significantly. The Chi-square for this question (twelve) was 25.40451 with a significance level of 0.0130 and 12 df. The Symmetric Lambda indicated that knowing either constituency or answer improved the likelihood of correctly predicting the other by 10 percent. The differences were also shown to be sufficient by the Cramer's V of 0.22 (see Table 7).

Constituencies did not agree upon who should select the heads of student services programs either. Results on this item (thirteen) differed at the 0.0001 significance level. The Chi-square was 39.18643 with 12 df. The strength of the difference was substantial as shown by the Cramer's V of 0.28 and the Symmetric Lambda of 0.16 (see Table 7).

Question 11: Selection of President. When the results for the entire sample were considered on this item, 48.2 percent were found to prefer that the president be selected with the participation of all four groups. A full two-thirds of administrators preferred this approach as did almost half of the faculty, a third of the trustees, and a fourth of the students. However, a plurality of the trustee responses (52.5%) indicated their preference for restricting presidential selection to the trustees alone. About 15 percent of the students concurred with

this preference, but less than 6 percent of faculty and administrators agreed with this view (see Table 8).

Question 12: Selection of Academic Deans. The response shared decision-making received the largest percentage (29.6%) of the total sample. It was the most frequently preferred response for students (24.2%), administrators (46.2%), and faculty (29.5%). Trustees, however, preferred shared decision-making only 12.5 percent of the time, and they chose trustee/administrator 25.0 percent of the time and trustee/administrator/faculty 20.0 percent of the time. Trustee/administrator/faculty was the second most popular response of faculty (22.7%) and students (18.2%), but the second choice of administrators was administrator/faculty (see Table 8).

Question 13: Selection of Heads of Student Services Programs. The largest portion of the total sample (27.8%) and of administrators (44.0%) preferred for these selections to be made with the participation of all four constituent groups. However, the largest part of faculty (35.6%) and trustees (39.0%), about one-third of each, preferred that administrators alone make these decisions. But administrators and students gave less than 16 percent of their support to the response, administrator. Students gave the largest segment of their responses (21.2%) to the administrator/faculty/student answer, but this preference was minimally supported by trustees (4.9%) and faculty (2.2%). Similarly, the second most popular response of the trustees, trustee/administrator, was only favored by 4.0 percent of administrators, 4.4 percent of faculty, and 12.1 percent of students (see Table 8).

#### Decisions Pertaining to the Academic Programs

Results on three of the five questions that dealt with academic



programs were found to have significant differences when tested. The two that did not show significant results were numbers nineteen and twenty on the questionnaire, which asked for preferences concerning which groups should determine institutional admission requirements, and credit and distribution requirements for graduation, respectively (see Table 7).

A significance level of 0.0031 was obtained for the Chi-square of 29.70984 for item sixteen, establishment of new educational programs. The sufficiency of these differences was substantiated by the strength of the Cramer's V of 0.24 and the Symmetric Lambda of 0.06 (see Table 7).

The Chi-square for item seventeen's results was 18.44400 with 9 df. This was significant at the 0.0304 level, but the Cramer's V indicated that the strength of the differences was not quite as high as desired, for it was 0.19, one point under the preferred level. However, the Symmetric Lambda of 0.08 was very good, which allowed the researcher to conclude that the differences among constituency responses was substantial enough (see Table 7).

Finally, results for item eighteen, determination of courses within the various curricula, differed at the 0.0044 confidence level. The Chi-square was 28.65363 with 12 df. Both the Cramer's V of 0.24 and the Symmetric Lambda of 0.12 indicated that the differences shown by the Chi-square were actual (see Table 7).

Question 16: Establishment of New Educational Programs and Curricula. Participation by all four governance groups was favored by a larger percentage of the total sample (41.9%) than were other responses. Shared decision-making was also the primary choice of all four constituencies. Well over two-fifths of students, administrators, and

trustees preferred sharing these decisions, while three-tenths of faculty did so. The second preference for trustees (30.0%) and administrators (19.2%) was trustee/administrator/faculty. Faculty's second highest percentage fell to the response administrator/faculty which received 21.3 percent of their support. Both administrator/faculty and trustee/administrator/faculty received only 3.0 percent of the student support. On the other hand, students gave their second largest percentage to administrator/faculty/student, which received 27.3 percent of their responses (see Table 8).

Question 17: Types and Levels of Degrees Offered. When decisions pertaining to the types and levels of degrees offered were to be made, trustees, administrators, and faculty preferred that those three constituencies participate. This was true of one-half of trustees, over two-fifths of administrators, and one-third of faculty. In contrast, the largest amount of student support (43.8%) was given to the response, shared decision-making. Shared decision-making was the second choice of the other three constituencies: 27.5 percent of trustees, 32.7 percent of administrators, and 23.4 percent of faculty made this choice (see Table 8).

Question 18: Determination of Courses within the Various Curricula. A plurality of the total sample (26.3%) preferred for administrators and faculty to make decisions pertaining to course offerings. This was the most favored response by trustees (37.5%) and administrators (29.4%). However, the primary choice of faculty respondents (31.9%) was that faculty should make such decisions. Students, on the other hand, gave most of their support (48.5%) to the response administrator/faculty/student (see Table 8).

### Decisions Pertaining to Governance

Three items on the questionnaire address the issue of governance per se. All had statistically significant results when analyzed. The Chi-square of 21.12332 with 12 df was significant at the 0.0486 level for item twenty-one. The strength of the differences was minimally acceptable as indicated by the Cramer's V of 0.20. However, the Symmetric Lambda of 0.07 was very good. The difference among constituencies' preferences were even more pronounced on the other two questions in this section. The Chi-square of 36.94603 with 12 df was significant at the 0.0002 level for item twenty-two, determination of membership in campus-wide committees. Cramer's V was 0.27 showing that the differences were rather strong. The Symmetric Lambda of 0.12 also supported the strength of the differences indicated by the Chi-square and the Cramer's V. Item twenty-three, determination of membership in college or university senates, had a Chi-square of 77.90741 with 12 df and a significance level of 0.0000. The differences indicated by these figures were very strong according to the Cramer's V of 0.47 and the Symmetric Lambda of 0.26 (see Table 7).

Question 21: Determination of Membership in Departmental Committees. The two most frequent responses chosen by participants when questioned about who determines membership in departmental committees were faculty and faculty/administrator. Each received about one-third of the total sample responses. These were also the most preferred responses of each of the four constituent groups. About one-third of trustees selected the faculty answer, and another one-third selected administrator/faculty. About three-tenths of administrators and students selected each of these two responses, while closer to two-fifths

of faculty selected each of these two answers (see Table 8).

Question 22: Selection of Membership in Campus-wide Committees.

The most favored response in the area of selection of membership in campus-wide committees by trustees, administrators, and students was administrator/faculty/student. One-third of administrators and trustees chose this response while two-fifths of students did so. Faculty, on the other hand, preferred to exclude students, for 38.3 percent of them marked the administrator/faculty response. This answer received about one-fourth of the student and trustee support and three-tenths of administrator support. The second choice of the faculty respondents was for faculty alone to determine this membership. Almost 30 percent of this group answered in this fashion. However, the response, faculty, received no student support, 8 percent of the administrators' and 15.1 percent of the trustees' (see Table 8).

Question 23: Determination of Membership in the College or University Senate. The largest percentage of participants (44.8%) preferred for faculty to determine the membership of college or university senates. Three-fourths of the faculty chose the faculty response along with one-third of trustees, two-fifths of administrators, and only one-twentieth of students. The second choice of trustees and administrators, shared decision-making, received about one-fifth of their support, but this answer was selected by only 10.5 percent of students and 2.9 percent of faculty. The second choice of faculty participants was administrator/faculty, which received 14.3 percent of their answers (see Table 8).

Decisions Pertaining to Students

Seven of the items on the questionnaire dealt with areas of concern

to students. Six of the seven did not yield significant differences among constituencies' preferred practice responses. The six areas manifesting no statistical disagreement were student publications, residence hall living, speakers and lecturers invited to campus, academic discipline, athletics, and the selection of student representatives to departmental, senate, and campus-wide committees which also have faculty, administrative, or board of visitors members (see Table 7).

Item twenty-eight, non-academic discipline, was the only item under student affairs that was found to have significant differences among constituency preferences. The Chi-square was 27.19910 with 15 df and a significance level of 0.0272. The strength of the differences was substantiated by the Cramer's V of 0.24 and the Symmetric Lambda of 0.07 (see Table 7).

Question 28: Non-academic Discipline. The response, administrator/student, received 42.1 percent of the total sample preferences. This response was the primary choice of all four constituencies. Over half of the students marked this preference along with almost two-fifths of faculty and administrators, and one-third of trustees. Although over a fifth of trustees preferred that administrators alone handle non-academic discipline, only 3.0 percent of students, 6.4 percent of administrators, and 8.9 percent of faculty concurred in this view. The second choice of administrators was for non-academic discipline decisions to be participated in by all four constituencies. The second choice of faculty and students was for students alone to handle non-academic discipline. Faculty gave 17.8 percent of their support to the student response along with 21.2 percent of the student group (see Table 8).

### Summary

In order to test the second hypothesis, Chi-squares, Cramer's V's, and Symmetric Lambdas were performed on the results from thirty separate decision-making areas. Seventeen of these were found to have statistically significant differences between the preferred practices expressed by the constituencies. The tests indicated that the observed differences were substantial. A majority of the items in each governance category was significantly different, except for the category of student affairs in which only one of seven items yielded significantly different results. Hypothesis two was confirmed in seventeen of the thirty subtests and rejected in thirteen of them (see Table 7).

### Hypothesis Three

The third hypothesis stated that each of the constituencies would perceive its current decision-making role as involving fewer areas of decision-making than its preferred role. The hypothesis was confirmed by the responses of two of the constituencies, faculty and students; and it was not confirmed by the responses of the other two groups, trustees and administrators. The mean score for current trustee participation was 0.4667, and their mean score for preferred practice was 0.4826. The test for difference yielded a T-value of -0.56 with 43<sup>o</sup> of freedom with a probability of 0.580. Thus, trustees did not prefer significantly more areas of decision-making than they currently perceive themselves as participating in (see Tables 9 and 10).

Administrators' mean response for current participation was 0.8340, and their preferred practice mean was 0.8327. The test for significance yielded a T-value of 0.06 with 52<sup>o</sup> of freedom which had a probability of 0.954. Therefore, the difference between administrators' perceptions

Table 9  
 Constituency Mean Responses for Their Own Groups' Current and  
 Preferred Roles in Academic Governance

	Current Mean	Preferred Mean	Number of Cases
Trustees	0.4667	0.4826	44
Administrators	0.8340	0.8327	53
Faculty	0.5236	0.6993	48
Students	0.1646	0.5808	33

Table 10  
 T-Values, Degrees of Freedom and T 2-Tail Probabilities Between  
 Current and Preferred Roles for Trustees,  
 Administrators, Faculty, and Students

	T-Value	T Degrees of Freedom	T Proba- bility
Trustees	-0.56	43	0.580
Administrators	-0.06	52	0.954
Faculty	-5.41	47	0.000
Students	12.85	32	0.000

of their current and preferred governance roles was not statistically significant (see Tables 9 and 10).

By contrast, the faculty did not seem satisfied with their level of participation in governance. The mean response for faculty current participation was 0.5236, while their preferred practice mean was 0.6993. The test for difference yielded a T-value of -5.41 with 47<sup>o</sup> of freedom which had a probability of 0.000. Therefore, faculty would prefer to participate in more areas of decision-making than they perceive that they participate in currently (see Tables 9 and 10).

Students' responses indicated that they viewed their situation in the same general way as the faculty viewed their own. The mean of students' perceptions of their current level of participation was 0.1646, while their preferred practice mean was 0.5808. The test for difference yielded a T-value of 12.85 with 32<sup>o</sup> of freedom which had a probability of 0.000. Therefore, students see their current level of participation as much smaller than that of the other groups; and they would like more participation in governance matters (see Tables 9 and 10).

#### Hypothesis Four

A fourth hypothesis sought to answer the questions concerning the conflict over who should participate in what governance areas. It stated that the preferred role delineated by each group for itself would encompass significantly more areas of decision-making than the role preferred for it by each of the other three groups. To test this hypothesis, the mean number of times each constituency was preferred by its own members, and by members of each of the other three constituencies, were compared. When the preferred role for trustees was analyzed, the



one-way analysis of variance yielded a significant F ratio of 2.883 with a probability of 0.0373. Trustees preferred more participation by trustees than did the other three groups as seen by the means for the preferred trustee role: trustees, 0.4826; administrators, 0.4484; faculty, 0.3618; and students, 0.4020. Significant differences between specific groups were shown by the T-values resulting from contrasts. When trustee and administrator preferences for the preferred role for trustees were compared, a T-value of 0.795 with a probability of 0.428 resulted, so this test was not significant at the required 0.05 level. Trustee and faculty preferences were compared, and a T-value of 2.746 was significant with a probability level of 0.007. The difference between trustee and student preferences was not significant. The T-value was 1.660, and the probability was 0.099 (see Tables 11, 12, and 13). Therefore, despite the significant F ratio showing overall differences, only one of the three relevant T contrasts was significant for this aspect of the hypothesis.

When the preferred role for administrators was examined, it was found that administrators do prefer a larger role for themselves than the other three groups allocate administrators. This can be observed by examining the means for the preferred role for administrators: trustees, 0.7818; administrators, 0.8327; faculty, 0.7424; and students, 0.7818. Although the difference which existed was in the direction predicted by the hypothesis, the F ratio of 1.637 was not significant with a probability of 0.1826. When the responses of administrators and trustees were compared, the T-value of -1.211 was obtained. The T was not significant with a probability of 0.227. Administrator and faculty responses were compared and were significant, having a T-value

Table 11  
 Mean Levels of Governance Participation Assigned Each Constituency  
 by Itself and the Other Three Groups

	Trustees	Administrator	Faculty	Student	Total
Trustee Preferred	0.4826	0.4484	0.3618	0.4020	0.4249
Administrator Preferred	0.7818	0.8327	0.7424	0.7818	0.7863
Faculty Preferred	0.5780	0.7440	0.6993	0.6949	0.6818
Student Preferred	0.3326	0.4755	0.3604	0.5808	0.4287

Table 12  
 F Ratios, Probabilities and Degrees of Freedom for Each Constituency's  
 Preferred Role in Contrast to the Role Preferred for It  
 by the Other Three Groups

	F Ratio	Probability	Between Group	Degrees of Freedom
Preferred for Trustees	2.883	0.0373	Between Group	3
			Within Group	174
			Total	177
Preferred for Administrators	1.637	0.1826	Between Group	3
			Within Group	174
			Total	177
Preferred for Faculty	6.416	0.0004	Between Group	3
			Within Group	174
			Total	177
Preferred for Students	13.329	0.0000	Between Group	3
			Within Group	174
			Total	177

Table 13  
 T-Values, Probabilities and Degrees of Freedom for the  
 Preferred Governance Role for Each Group

	Groups	T-Value	Probability	Degrees of Freedom
Trustee Preferred	Trustee Admin.	0.795	0.428	174
	Trustee Faculty	2.746	0.007	174
	Trustee Student	1.660	0.099	174
Administrator Preferred	Admin. Trustee	-1.211	0.227	174
	Admin. Faculty	2.201	0.029	174
	Admin. Student	1.114	0.267	174
Faculty Preferred	Faculty Trustee	-3.048	0.003	174
	Faculty Admin.	1.177	0.241	174
	Faculty Student	0.101	0.920	174
Student Preferred	Student Trustees	-5.548	0.000	174
	Student Admin.	-2.445	0.015	174
	Student Faculty	-5.016	0.000	174

of 2.201 with a probability of 0.029. Similarly, administrator and student responses were compared and were not found to be significant, for the T-value was 1.114 with a probability of 0.267 (see Tables 11, 12, and 13). Therefore, when this part of the hypothesis was tested, the one-way analysis of variance did not result in a significant F ratio, and only one of the three T contrasts was significant at the 0.05 level.

Findings concerning the preferred role for faculty were somewhat different from those for the first two groups. The means did not show faculty allocating a larger role to themselves than the administrators assigned faculty. For the preferred faculty role the means were trustee, 0.5780; administrator, 0.7440; faculty, 0.6993; and student, 0.6949. The one-way analysis of variance yielded a significant F ratio of 6.416 with a probability of 0.0004. When T-tests were performed which contrasted faculty and trustees, faculty and administrators, and faculty and students, significant results were obtained in only one of the analyses. The T-value of -3.048 for the faculty and trustee comparison was significant with a probability of 0.003. The T for faculty and administrators of 1.177 was not significant with a probability of 0.241. Faculty and student comparison yielded a T-value of 0.101 and a probability of 0.920 which was not significant (see Tables 11, 12, and 13). Therefore, the only test regarding the faculty preferred role that was significant and supported the hypothesis was the difference between faculty and trustee preferences. Faculty did assign themselves significantly more areas of decision-making than trustees assigned them.

When the four constituencies' mean responses for the preferred

role of students were compared, the hypothesis was confirmed by every test. The students' mean for the preferred student role was larger than the other three. The trustee mean was 0.3326; the administrators' was 0.4755; the faculty's was 0.3604; and the students' was 0.5808. The one-way analysis of variance yielded an F ratio of 13.329 and a probability of 0.0000. When student and trustee responses were compared, a T of -5.548 and a probability of 0.000 were significant. The T-value obtained by contrasting student and administrator responses was also significant. The T-value in this case was -2.445 with a probability of 0.015. Similarly, the T-value obtained when student and faculty responses were contrasted was significant. The T was -5.016 and the probability, 0.000, was significant (see Tables 11, 12, and 13).

All of the tests regarding the student role in governance support the hypothesis. Students did prefer a larger role in governance than any of the other constituencies preferred for them. In summary, six of the twelve T-tests were significant. This hypothesis was only partially accepted. The only sub-part that was totally accepted was that dealing with the preferred role of students.

## CHAPTER 5

### SUMMARY AND CONCLUSIONS

The purpose of this study was to identify areas of agreement and disagreement among trustees, administrators, faculty, and students regarding role definitions as perceived by these groups. A stratified random sample of 280 participants from four-year public institutions of higher education in Virginia was selected according to constituency and institution. Fifty-four randomly selected individuals were contacted personally to provide validation of the entire sample. Differences between the validation and nonvalidation samples were not significant, so the results of the total sample were considered valid. Replies were received from 210 (75%) of the participants. Of these, 178 (64%) were usable, while 32 (11%) were not.

A questionnaire containing items related to thirty governance areas was constructed. These thirty areas were divided into six categories regarding decisions pertaining to: finance and plant, faculty, appointment of faculty and administrators, academic programs, governance, and students. Participants were asked for their perceptions of which groups currently participate in each of the thirty governance areas and which groups they would prefer to have participate in these same areas.

Four research questions were posed. The first asked if students, faculty, administrators, and trustees in four-year public colleges and universities in Virginia agree on the areas of decision-making currently participated in by the various constituencies. Results indicated that

they do not. Chi-squares were performed on current perceptions for each of the thirty governance areas. Constituencies' perceptions differed at the 0.05 significance level on twenty-one of the items. In the first category, decisions pertaining to finance and plant, three of the five areas showed significant differences when participants' perceptions were compared. The three areas upon which constituencies did not agree were responsibility for short-range budgetary planning, long-range budgetary planning, and construction and renovation of academic and nonacademic buildings. Although in each of these three areas, the plurality of the respondents perceived that trustees and administrators shared these decisions, opinion was diverse enough to show that there is no clear-cut idea about who makes these decisions. From this it can be concluded that members of the various constituencies included in the college community do not agree on who guides the financial affairs of their institutions. Considering the vast amounts of money involved, this finding could have serious consequences for the fiscal well-being of colleges and universities.

Constituencies' perceptions of responsibility for decisions pertaining to faculty did not agree either. Four of the five areas in this category showed disagreement: promotion of faculty, granting of tenure, determination of faculty salaries, and determination of teaching loads. From this, one can conclude that the collegial model of governance in which faculty are responsible for decisions involving faculty issues, is no longer universally perceived as functioning on campuses of four-year public institutions in Virginia. Further, it would seem that no single substitute has been developed to take the place of the collegium.

Of the five areas in the category of decisions pertaining to appointment of faculty and administrators, the various constituencies disagreed upon who currently selects new faculty members, presidents, academic deans, and deans of student services. Only the selection of departmental chairpersons showed no significant disagreement.

Perceptions of who currently makes academic program decisions also were diverse. The three specific areas showing significant disagreement dealt with the responsibility for establishing new educational programs and curricula, for determining the degrees to be offered, and for determining credit and distribution requirements. Therefore, it is apparent that members of the college community do not agree upon which group or groups make decisions that set the tone and determine the direction and character of institutions of higher education in Virginia.

Similar results were found when constituencies' perceptions regarding who currently makes decisions pertaining to governance were compared. Participants disagreed on two of the three areas examined: selection of membership in campus-wide committees, and determination of membership in college and university senates. Determination of membership in departmental committees showed no significant differences among constituencies' perceptions. Thus, agreement was found among constituencies regarding the selection of members of local committees. By contrast, participants disagreed about selecting the membership of governance bodies which pertain to the entire institution. It appears, therefore, that people are more likely to agree about governance procedures involving smaller segments of the college community than they are about those involving larger, more complex units or segments of



the college community.

A similar pattern was revealed when examining the results for the final category, decisions pertaining to students. Five of the seven areas had statistically significant results, which meant that constituencies disagreed on these five areas: residence hall living, speakers and lecturers invited to campus by student organizations, academic discipline, athletics, and selection of student representatives to senate, departmental, or campus-wide committees. Therefore, it can be concluded that the members of the college community are in no better agreement regarding governance areas pertaining to student affairs than they are about the other five categories.

The frequency of disagreement among constituencies concerning who currently makes decisions in institutions of higher education in Virginia points to the conclusion that the members of the academic community do not share common concepts of decision-making practices on campus. It is possible that procedures are not clearly spelled out. It is also possible that responsibilities are not definitely assigned, which would mean that specific persons are not being held accountable for the various operations of the institutions. On the other hand, procedures and responsibilities may be clear to those directly concerned, but not generally communicated to the constituencies at large.

The second research question asked if there was agreement among the constituencies concerning the preferred areas of decision-making for each of the four groups. Here too, the answer was no. Seventeen of the thirty Chi-squares performed on the data related to this issue were significant at the .05% level.

Constituencies showed no significant disagreement regarding the

areas of long-range budgetary planning and capital development, but participants did disagree about who should make decisions regarding short-range budgetary planning, construction and renovation of academic and nonacademic buildings, and fund raising. Therefore, it seems that constituencies showed little more agreement of who should handle the financial affairs of the institution than they did when indicating who they perceived as currently assuming these responsibilities.

Although constituencies' preferences differed significantly on three of the five financial areas, the most popular responses for these areas indicated that either trustees, administrators, and faculty; or trustees, administrators, faculty, and students should make these decisions together. This indicates a broadening of the traditional view that trustees and administrators should be primarily responsible for the allocation of financial resources.

Constituencies' preferences regarding decisions involving faculty affairs were also markedly different. The areas of promotion, tenure, faculty salaries, and assignment of individual class loads evoked divergent preferences from the four groups. It seems rather clear that the respondents were unwilling to limit the power to make these decisions to only the faculty. The most popular responses in this category indicated a preference for some type of sharing among at least administrators and faculty, and often trustees and/or students were included as well.

In three of the five areas in the category of decisions pertaining to appointment of faculty and administrators, constituencies also disagreed when asked to name the participants they preferred. Preferred procedures for the selection of presidents, academic deans, and heads

of student services showed statistically significant differences. The most popular response indicated some feeling that all four groups should share these decisions. The constituencies agreed that the selection of new faculty and departmental chairpersons should be made by administrators and faculty jointly.

Responses in the fourth category, decisions pertaining to academic programs, were also significantly different. Three of the five areas yielded statistically significantly different perceptions of who should be involved in such decisions. In particular, the groups did not agree upon who should develop new educational programs or curricula, determine the degrees to be offered, or approve courses within the various curricula. The two areas which showed no significantly different preferences pertained to the determination of institutional admission, credit, and distribution requirements. In both cases, all constituencies gave a plurality of their responses to the administrator/faculty choice.

In the category of decisions pertaining to governance, constituencies showed no significant differences regarding their preferred groups. They tended to agree that either the faculty alone or the faculty and administrators should select the membership of departmental committees. However, they could not agree upon who should select members of institution-wide committees or members of college or university senates. As was the case with responses to questions of current practice, constituencies did not agree upon who should select the membership in governing bodies that represented the entire institution.

The category of governance areas dealing with student affairs did not follow the same pattern as the previous five categories. Only

one governance area showed statistically significant differences among constituencies. This was the area of nonacademic discipline. Constituencies did not significantly disagree about who should make decisions pertaining to student publications, residence hall living, speakers invited to campus by student organizations, academic discipline, athletics, or the selection of student representatives to departmental, senate, or campus-wide committees. It can be concluded that the constituencies were closer to agreement on who should make decisions pertaining to students than on the other aspects of institutional governance.

Results indicate that participants' answers vary according to the area of governance under question. At no time did any constituency vote strictly for themselves as the responsible decision-makers in any category. At least 10% of the responses to 27 of the 30 items indicated that the respondents would prefer a governance pattern that provided for participation by all four constituencies: trustees, administrators, faculty, and students. At the same time, a similar response was obtained on only 15 of the 30 items when respondents were queried concerning current practice on their campus. This response pattern might possibly explain the more general agreement among the constituencies' responding to preferred practice as compared to current procedures.

The third question posed at the outset of this study asked if there were a discrepancy between the constituencies' perceptions of their current role in decision-making and their preferred role. There was a statistically significant discrepancy for students and faculty members. Both groups indicated that their current role in decision-making encompassed fewer areas than they would like to participate in.

Thus, neither faculty nor students appeared to be satisfied with their current level of participation in decision-making, and wanted to expand their role to include more decision areas. It seems likely that dissatisfaction on the part of faculty and students may continue until a governance model is adopted that permits them a more satisfying role. It is possible that the shared model proposed by the American Association of University Professors could be successfully used for, as this study clearly indicated, constituencies recognize that a group's level of participation varies among the various governance areas.

The fourth and final question posed at the outset of this research asked if constituencies disagree concerning the preferred apportionment of decision-making in institutions of higher education in Virginia. To answer this question, twelve comparisons were made, six of which were significant. Trustees preferred a larger role for themselves than faculty preferred for trustees. Faculty members also wanted to circumscribe the administrators' role more than administrators wished to allow. Trustees and faculty disagreed over the appropriate level of participation for faculty, with faculty wanting a larger role for themselves than trustees were willing to grant them. Student preferences for their own role contrasted significantly with the preferences for the student role that were expressed by the other three groups. Students consistently wanted a larger role than the other groups were willing to allow them. Similarly, the faculty consistently wished to limit the roles of the other three constituencies. Therefore, it seems that the faculty and the students are the most displeased with their role in decision-making, and any modification in the governance model aimed at decreasing disagreement might well take faculty and student

dissatisfaction into account.

#### Implications for Further Research

The results of this study raise questions that would appear to have implications for further research. Some of these would seem to center around a basic question of whether the apparent disagreements concerning current responsibility for decisions results from actual conceptual differences or from the absence of policies and procedures which are known and understood by the various constituencies of the institutions. For example:

1. Are these clearly established policies and procedures which are followed in such situations as the selection of new faculty or of a new president?
2. If such policies and procedures exist, are they specifically assigned to individuals with concomitant accountability for implementation?
3. Is it possible that such policies and procedures have been developed but not effectively communicated to the various constituencies involved?

It might also be interesting to study the possible relationship between the governance concepts indicated as being preferred by members of the various constituencies of an institution and the knowledge and understanding of higher education generally and of the problems of governance in their own institution particularly. In other words, might a closer consensus be produced by an effective intrainstitutional program of information and education concerning institutional problems and governance responsibilities?

Finally, some interesting questions emerge concerning the

relationships between the amount of agreement in regard to responsibilities for governance of an institution and the governance structure of that institution. For example:

1. Do the constituents of institutions with a simple operant governance model develop a higher level of agreement than those of institutions with complex models?
2. Are there significant differences in the degree of understanding of governance procedures and responsibilities among institutions of higher education and, if so, are such differences related to the governance model of the institution or to some other factor(s)?

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**APPENDIX**

## Appendix A: Initial Letters to Participants

113 Mimosa Drive  
Williamsburg, Virginia 23185  
March 30, 1977

Dear Member of the Board of Visitors:\*

As part of my doctoral studies at William and Mary, I am asking members of the college community in four-year public institutions in Virginia to indicate their perceptions and preferences concerning academic governance. I hope that with your help I will be able to find ways to improve the decision-making effectiveness on campus.

Participants for this study have been selected at random, and neither individual nor institutional names will appear in my dissertation.

Please complete the enclosed questionnaire and return it to me as soon as possible in the envelope provided.

Thank you for your assistance with the research for my dissertation. It would not have been possible without your help.

Sincerely,

Betty Bird

Enclosures

P.S. Please see instructions on reverse side.

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\*The same letter was sent to administrators and faculty members.

113 Mimosa Drive  
Williamsburg, Virginia 23185  
March 30, 1977

Dear Student:

For the last decade students and faculty have been insisting upon their right to participate in academic decision-making, since their lives are directly affected by campus policies and rulings. As part of my doctoral studies at William and Mary, I am asking members of the college community in four-year public institutions in Virginia, to indicate their perceptions and preferences concerning academic governance. I hope that with your help I will be able to find ways to improve the decision-making effectiveness on campus.

Participants for this study have been selected at random, and neither individual nor institutional names will appear in my dissertation.

Please complete the enclosed questionnaire and return it in the envelope provided. It is vitally important that I have your responses by the middle of April so I can graduate on time.

Thank you for your assistance with the research for my dissertation. It would not have been possible without your help.

Sincerely,

Betty Bird

Enclosures

P.S. See instructions on reverse side.

## Appendix B: Instructions

**CAMPUS GOVERNANCE QUESTIONNAIRE**  
Instructions

The term "decision-making" is used in this research to refer to any determination of policy or action made either by an individual, a committee or an election open to the entire membership of a group, e.g., an election in which the entire student body, entire faculty, all administrators or all trustees can vote.

Each of the following thirty items has an A and B part. Please read the instructions for each part carefully, for each part has its own frame of reference.

A. **Current Practice:** When answering the A part of each question, indicate what you think current practice is on your campus. If you think a single group dominates the decision-making in the area of campus governance specified, place a check mark in the column for that group only. If you think two or three groups share decision-making in the area under question, place a check mark in the appropriate column for each group that participates in the process. If all four groups, trustees, administrators, faculty and students, contribute formally to the decisions in the area under question, place a check mark under the column headed "Shared Decision-Making."

Please answer the A part of each question to the best of your knowledge. Make no attempt to ascertain actual policy or practice dictating which groups can participate in decision-making in given areas on your campus. It is your personal perceptions that I am interested in.

B. **Preferred Practice:** When answering the B part of each item, indicate the group or groups, on your campus, which you feel should dominate decision-making in the area under question. You can indicate in part B that you prefer that one, two, or three groups participate in decision-making in the area specified, by placing a check mark in the appropriate column or columns. If you would prefer that all four groups share decision-making in the given area, place a check in the fifth column, "Shared Decision-Making."

Sample Question

If you think currently on your campus, decisions regarding selection of the "Outstanding Teacher of the Year" are dominated by trustees, you will mark part A as it is below. In addition, if you would prefer that the trustees and administrators share decisions regarding selection of the "Outstanding Teacher of the Year," you would mark part B as it appears below.

	<u>Trustees</u>	<u>Adminis- trators</u>	<u>Faculty</u>	<u>Students</u>	<u>Shared Decision- Making</u>
1. Outstanding Teacher of the Year					
A. Current Practice	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Preferred Practice	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix C: Questionnaire

No. \_\_\_\_\_

CAMPUS GOVERNANCE QUESTIONNAIRE

I. Decisions Pertaining to Finance and Plant

	<u>Trustees</u>	<u>Adminis- trators</u>	<u>Faculty</u>	<u>Students</u>	<u>Shared Decision- Making</u>
1. Short-Range Budgetary Planning (one to three years)					
A. Current Practice	_____	_____	_____	_____	_____
B. Preferred Practice	_____	_____	_____	_____	_____
2. Long-Range Budgetary Planning (four or more years)					
A. Current Practice	_____	_____	_____	_____	_____
B. Preferred Practice	_____	_____	_____	_____	_____
3. Investment of Endowment and Other Private Funds					
A. Current Practice	_____	_____	_____	_____	_____
B. Preferred Practice	_____	_____	_____	_____	_____
4. Construction and Renovation of Academic and Non-Academic Buildings					
A. Current Practice	_____	_____	_____	_____	_____
B. Preferred Practice	_____	_____	_____	_____	_____
5. Fund Raising					
A. Current Practice	_____	_____	_____	_____	_____
B. Preferred Practice	_____	_____	_____	_____	_____

## II. Decisions Pertaining to Faculty

	<u>Trustees</u>	<u>Adminis- trators</u>	<u>Faculty</u>	<u>Students</u>	<u>Shared Decision- Making</u>
6. Promotion of Faculty					
A. Current Practice	_____	_____	_____	_____	_____
B. Preferred Practice	_____	_____	_____	_____	_____
7. Granting of Faculty Tenure					
A. Current Practice	_____	_____	_____	_____	_____
B. Preferred Practice	_____	_____	_____	_____	_____
8. Determination of Faculty Salaries					
A. Current Practice	_____	_____	_____	_____	_____
B. Preferred Practice	_____	_____	_____	_____	_____
9. Teaching Load (deter- mining the number of hours and other duties a teacher must perform)					
A. Current Practice	_____	_____	_____	_____	_____
B. Preferred Practice	_____	_____	_____	_____	_____
10. Assignment of Faculty to Individual Classes					
A. Current Practice	_____	_____	_____	_____	_____
B. Preferred Practice	_____	_____	_____	_____	_____

## III. Appointment of Faculty and Administrators

11. Selection of President					
A. Current Practice	_____	_____	_____	_____	_____
B. Preferred Practice	_____	_____	_____	_____	_____



	<u>Trustees</u>	<u>Adminis- trators</u>	<u>Faculty</u>	<u>Students</u>	<u>Shared Decision- Making</u>
12. Selection of Academic Deans					
A. Current Practice	_____	_____	_____	_____	_____
B. Preferred Practice	_____	_____	_____	_____	_____
13. Selection of Heads of Student Services Programs (e.g., Dean of Students, Director of Housing)					
A. Current Practice	_____	_____	_____	_____	_____
B. Preferred Practice	_____	_____	_____	_____	_____
14. Selection of Departmental Chairpersons					
A. Current Practice	_____	_____	_____	_____	_____
B. Preferred Practice	_____	_____	_____	_____	_____
15. Selection of New Faculty					
A. Current Practice	_____	_____	_____	_____	_____
B. Preferred Practice	_____	_____	_____	_____	_____

IV. Decisions Pertaining to the Academic Programs

16. Establishment of New Educational Programs and Curricula					
A. Current Practice	_____	_____	_____	_____	_____
B. Preferred Practice	_____	_____	_____	_____	_____
17. Types and Levels of Degrees Offered					
A. Current Practice	_____	_____	_____	_____	_____
B. Preferred Practice	_____	_____	_____	_____	_____

	<u>Trustees</u>	<u>Adminis- trators</u>	<u>Faculty</u>	<u>Students</u>	<u>Shared Decision- Making</u>
18. Determination of Courses within the Various Curricula					
A. Current Practice	_____	_____	_____	_____	_____
B. Preferred Practice	_____	_____	_____	_____	_____
19. Determination of Institutional Admission Requirements					
A. Current Practice	_____	_____	_____	_____	_____
B. Preferred Practice	_____	_____	_____	_____	_____
20. Credit and Course Distribution Requirements for Graduation					
A. Current Practice	_____	_____	_____	_____	_____
B. Preferred Practice	_____	_____	_____	_____	_____

V. Decisions Pertaining to Governance

21. Selection of Membership in Departmental Committees					
A. Current Practice	_____	_____	_____	_____	_____
B. Preferred Practice	_____	_____	_____	_____	_____
22. Selection of Membership in Campus-wide Committees					
A. Current Practice	_____	_____	_____	_____	_____
B. Preferred Practice	_____	_____	_____	_____	_____

	<u>Trustees</u>	<u>Adminis- trators</u>	<u>Faculty</u>	<u>Students</u>	<u>Shared Decision- Making</u>
23. Determination of Membership in the College or University Senate (Write N/A in answer slot A if your institution has no senate.)					
A. Current Practice	_____	_____	_____	_____	_____
B. Preferred Practice	_____	_____	_____	_____	_____

VI. Decisions Pertaining to Students

24. Student Publications (Policies, Allocation of Resources, Contents, etc.)					
A. Current Practice	_____	_____	_____	_____	_____
B. Preferred Practice	_____	_____	_____	_____	_____
25. Residence Hall Living (Policies, Assignment of Students, etc.)					
A. Current Practice	_____	_____	_____	_____	_____
B. Preferred Practice	_____	_____	_____	_____	_____
26. Speakers and Lecturers to be Invited to Campus					
A. Current Practice	_____	_____	_____	_____	_____
B. Preferred Practice	_____	_____	_____	_____	_____
27. Academic Discipline (determining and affixing penalties for cheating, plagiarism, and failing grades)					
A. Current Practice	_____	_____	_____	_____	_____
B. Preferred Practice	_____	_____	_____	_____	_____

	<u>Trustees</u>	<u>Adminis- trators</u>	<u>Faculty</u>	<u>Students</u>	<u>Shared Decision- Making</u>
28. Non-academic Discipline (determining and affixing penalties for infringement of social and residence hall rules)					
A. Current Practice	_____	_____	_____	_____	_____
B. Preferred Practice	_____	_____	_____	_____	_____
29. Athletics (Policies, allocation of resources, etc.)					
A. Current Practice	_____	_____	_____	_____	_____
B. Preferred Practice	_____	_____	_____	_____	_____
30. Selection of Student Representatives to Departmental, Campus-wide or Senate Committees which also have faculty, administrators or trustee members. (Place N/A in answer slot A if students are not currently placed on these committees. Answer the B part as you wish it would be, despite the absence of the practice of student representatives. Write N/A in answer slot B if you do not want student members selected for these committees.)					
A. Current Practice	_____	_____	_____	_____	_____
B. Preferred Practice	_____	_____	_____	_____	_____

## Appendix D: Two-Week Letter

113 Mimosa Drive  
Williamsburg, Virginia 23185  
April 16, 1977

Dear Participant:

About two weeks ago, I sent you a questionnaire asking for your perceptions and preferences regarding academic governance on your campus.

As you recall, I am collecting this data for my doctoral dissertation in Higher Educational Administration.

I am receiving excellent cooperation, and I thank you very much if you have already sent in your reply. If you have not mailed the completed questionnaire, please do so as soon as possible in order that I may code the data and begin the analysis.

Thank you again for your help.

Sincerely,

Betty Bird

## Appendix E: Four-Week Letter

113 Mimosa Drive  
Williamsburg, Virginia 23185  
April 27, 1977

Dear Participant:

About four weeks ago I mailed you a questionnaire asking for your perceptions and preferences concerning governance on the campus with which you are affiliated. Those of you who have responded, I thank very sincerely.

For those persons who have not yet responded, I enclose another copy of the questionnaire and return envelope. Please take a few minutes to mark the answers, giving me your perceptions and preferences.

I urgently need your replies by May 14 so they can be processed by the computer on May 16. Thank you for your help. Best wishes for a pleasant summer.

Sincerely,

Betty Bird

Enclosures

P.S. See instructions on reverse side.

## ABSTRACT

ANALYSIS OF ROLE PERCEPTIONS OF TRUSTEES, ADMINISTRATORS, FACULTY, AND STUDENTS OF FOUR-YEAR PUBLIC INSTITUTIONS OF HIGHER EDUCATION IN VIRGINIA

BIRD, BETTY, Ed.D.

THE COLLEGE OF WILLIAM AND MARY IN VIRGINIA, 1978

ADVISOR: DONALD J. HERRMANN

The purpose of this study was to identify areas of agreement and disagreement among trustees, administrators, faculty, and students regarding role definitions for these groups. A stratified random sample of 280 participants was selected according to constituency and institution. Subjects were chosen from four-year public institutions of higher education in Virginia.

A questionnaire containing thirty areas of decision was constructed. These thirty areas were divided into six categories pertaining to finance and plant, faculty, appointment of faculty and administrators, academic programs, governance, and students. Participants were asked for their perceptions of which groups currently participate in each of the thirty governance areas, and which groups they would prefer participate in these same areas. The data were analyzed by means of Chi-square, one-way analysis of variance, and the t test.

Four research questions were posed. The first asked if students, faculty, administrators, and trustees in the sample agree on the areas of decision-making currently participated in by the various constituencies. Constituencies did not agree upon who currently makes governance decisions in any of the six categories.

The second research question asked if there was agreement among the constituencies concerning the preferred areas of decision-making for each of the groups. The results indicated that constituencies did

not agree in the first five governance categories. However, there was little significant disagreement regarding who should participate in decisions pertaining to students.

The third research question asked if there was a discrepancy between the constituencies' perceptions of their current role in decision-making and their preferred role. There was a statistically significant discrepancy only for students and faculty. Both of these groups would have liked to participate in more areas than their current role allows.

The fourth question asked if constituencies disagree concerning the preferred apportionment of decision-making responsibility in institutions of higher education in Virginia. To answer this question, twelve comparisons were made, six of which were significant. Trustees preferred a larger role for themselves than faculty preferred for trustees. Faculty members also wanted to circumscribe the administrators' role more than administrators wished to allow. In addition, faculty desired a larger role for themselves than trustees were willing to grant them. Further, student preferences for their own role contrasted significantly with the concepts of the student role as expressed by the other three groups. Students consistently wanted a larger role than the other three groups were willing to allow them.



## VITA

### Betty Bird

The author was born in Dallas, Texas, on May 24, 1942. She attended Tyler Junior College her freshman year and obtained her B.S. in Secondary Education from North Texas State University in the spring of 1964. After one year of graduate study in the field of Clinical Psychology at the University of Houston, she took a position as a Rehabilitation Teacher for the Texas Commission for the Blind. She remained at this occupation for three years, while living in El Paso, Texas.

In 1968 she returned to graduate school to work toward an M.Ed. in Rehabilitation Counseling at the University of Texas at Austin. She worked as a counselor for the Texas Commission for the Blind from 1969 through 1971, when she again attended graduate school fulltime, obtaining her M.Ed. in Counseling in 1973 and an M.A. in American Literature in 1974. For the next three years, she attended the College of William and Mary, majoring in Higher Educational Administration, in which she earned an Advanced Certificate in 1977 and an Ed.D. in 1978.

In July, 1977, Dr. Bird became Supervisor of Special Services for the South Carolina Commission for the Blind in which position she administers the Volunteer Services Program, Media Center, Educational Radio Station, and Children's Services Program.